GENERAL DESCRIPTION

SWRK 204C/D represents the third and fourth semester practice courses in the Social Work curriculum. It builds upon and expands 204A/B in substantial ways. Whereas SWRK 204A/B provided an opportunity for the student to achieve competence in the provision of direct and indirect services within an agency setting, this advanced generalist course with a focus on mental health enables students to move toward more autonomous practice, supervisory responsibilities, administrative and leadership roles within organizations and in the community. SWK 204C/D focuses on developing the students’ capacity to think critically and systematically so that they can select from a broader range of theoretical concepts, methods and intervention strategies. The impact of social injustice on those seeking mental health services, and the effects of stigma will also be examined. The course educates students to address complex challenges through synthesis of multilevel analysis and action. Its aims are to develop social workers skilled in critical reflection of themselves and their work who facilitate the empowerment of marginalized populations by building on the inherent strength and capacity for resiliency in individuals, families, and groups and communities. The course will be taken concurrently with students’ field placement to enhance reciprocal learning in class and in field.

To support this expected change in sophistication and function, SWRK204 C/D provide advanced knowledge or skills in at least five areas:

1) Concepts, and models needed to understand the recovery and strengths based models with people with psychiatric disabilities;
2) Exposure to and expectation of mastery of advanced practice skills to address complex contemporary practice situations in Mental Health, Substance Abuse, and Gerontology;
3) Ability to conduct disciplined and systematic practice based on clearly articulated theoretical principles through exploration, synthesis, and refinement of generic and generalists competencies; and,
4) Ability to engage in theoretical and practice evaluation activities necessary to display accountability and evidence of effective practice.
Module One: The Mental Health-Recovery Module
The mental health module focuses on the shift in mental health policy and practice in the United States, and particularly in California to a recovery-based model of practice. The practice in this module is based on the strengths based model of social support for persons in recovery from chronic and persistent mental illnesses. The socio-political construction of mental illness is explored as well as the realization that differential diagnosis is essential in today’s clinical practice context. The role of the social worker as advocate, coach, mediator, family educator, and political activist are explored in this module. The Recovery Model is the overarching model for this module.

Module Two: Children, Adolescents, and Families
This module provides a multi-level and interdisciplinary perspective on intervention with children and adolescents based on best practices and theories of interventions that promote healthy development of children and adolescents. The model used in the module on children and families is based on the practice literature that incorporates risk and protective factors, including the construct of resilience. The Multi-Contextual Model is used to assess race, ethnicity, gender, orientation, power, and culture. Attachment, Cognitive Behavioral, Family Systems, Narrative, Solution Focused, Eco-Behavioral, Psycho-Educational and Strength based models of intervention are covered. Collaborative practice strategies with schools, foster families, courts, and social service agencies are a framework for multi-level practice in this module.

Module Three: Trauma and Recovery Model
The interplay between the social context that serves as an antecedent to violence and trauma, and the psychobiological responses of the victimized are considered in this module. The specific traumas of child physical and sexual abuse as well as the power of the neglectful invalidating environments are fully explored. Domestic violence is examined from the structural and institutionalized antecedents to the neurological base of trauma to. The socio-political, structural and contextual factors are explored as antecedents to institutionalized trauma, and then the synthesis of biological, affective, cognitive, and behavioral modalities are considered from assessment to treatment. In other words, the student is expected to synthesize and integrate the contextual factors as well perform a differential diagnostic assessment and apply the evidenced based practice models of Attachment Theory, Trauma Focused Cognitive Behavioral Therapy (TFCBT), Herman’s Recovery Model, and infuse holistic approaches into a recovery intervention. Concepts like resiliency, protective factors, vulnerability, and even predisposition to traumatic responses and experiences are fully explored in this module within a life cycle framework with consideration to social and cultural adaptations. Self-care and spirituality are also weaved throughout this module.

COURSE OBJECTIVES & EXPECTED COMPETENCIES
At the completion of this course students will be able to:

1. Fully develop, articulate and apply an integrated practice approach that is informed by empirical support.

2. Demonstrate a heightened sense of self as it relates to the dynamics of difference and commitment to social justice.

3. Demonstrate professional behaviors that include the ability to engage in personal reflection, self-correction, management of personal values and ethical decision-making as ways to ensure ethical practice with clients.
4. Apply advanced skills for culturally competent practice with and on behalf of individuals, families and small groups.

5. Apply integrated health and mental health intervention and recovery principles and strategies that promote well-being, access to services and strengthen community prevention efforts.

6. Apply ethical decision making models to legal and ethical dilemmas in practice.

7. Develop differential assessment, diagnosis and intervention plans based upon relevant theoretical models and the social work perspective.

8. Critically analyze a case from a multilevel perspective. Coherently articulate and explain the social work process involved in the assessment and intervention plan, intervention theories to be used, intervention skills employed; develop, administer and identify use of outcome measures in the process, and be able to demonstrate competence in engagement with transition/termination.

9. Demonstrate advanced skills at determining and using the most appropriate strategies and tools for evaluating the effectiveness of intervention in relation to those problems identified across two of the micro/mezzo/macro levels concurrently.

**Specific Competencies.** Student learning for this course relates to one or more of the following ten social work core competencies:

<table>
<thead>
<tr>
<th>Social Work Core Competencies</th>
<th>SWRK 204c</th>
<th>Course objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Professional Identity</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>2 Ethical Practice *</td>
<td>*</td>
<td>3, 6,</td>
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<tr>
<td>3 Critical Thinking*</td>
<td>*</td>
<td>1, 2, 8</td>
</tr>
<tr>
<td>4 Diversity in Practice</td>
<td>*</td>
<td>2, 3, 4</td>
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<tr>
<td>5 Human Rights &amp; Justice</td>
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<td>2,</td>
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<tr>
<td>6 Research Based Practice</td>
<td>*</td>
<td>1, 9</td>
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<tr>
<td>7 Human Behavior</td>
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<td>8 Policy Practice</td>
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<td>8</td>
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<tr>
<td>9 Practice Contexts</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>10 Engage, Assess, Intervene, Evaluate</td>
<td>*</td>
<td>5, 7, 8, 9</td>
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* Highlighted in this course
## COMPETENCIES AND STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Competencies: Knowledge, Values, Skills</th>
<th>Student Learning Outcomes</th>
<th>Method of Assessment</th>
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</thead>
<tbody>
<tr>
<td>Ethical Practice—Apply social work ethical principles to guide professional practice. Social workers competent in Ethical Practice: • Fulfill their obligation to engage in ethical decision-making. • Are knowledgeable about the value base of the profession, its ethical standards, and relevant law.</td>
<td>Recognize and manage personal values in a way that allows professional values to guide practice. Make ethical decisions by applying standards of the NASW Code of Ethics. Apply strategies of ethical reasoning to arrive at principled decisions.</td>
<td>Assignment 1, 3 &amp; 4. Assignment 1, 3 &amp; 4. Assignment 1, 3 &amp; 4.</td>
</tr>
<tr>
<td>Diversity in Practice—Engage diversity and difference in practice. SW’s competent in Diversity in Practice: • Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. • Recognize that the dimensions of diversity reflect intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. • Appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.</td>
<td>Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</td>
<td>Assignment 1, 3 &amp; 4. Assignment 1, 3 &amp; 4.</td>
</tr>
<tr>
<td>Use research evidence to inform practice.</td>
<td>Assignment 2, 3, &amp; 4.</td>
<td></td>
</tr>
<tr>
<td>Use practice experience to inform scientific inquiry.</td>
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</tr>
</tbody>
</table>

| **Engage, Assess, Intervene, Evaluate** | **Engagement:** | **Assessment:** | Assignments 1, 3, & 4. |
| Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities. | Substantively and affectively prepare for action with individuals. Use empathy and other interpersonal interviewing skills. | Collect, organize, and interpret client data. Assess client strengths and limitations. Develop mutually agreed upon intervention goals and objectives. Select appropriate intervention strategies. |
| Social workers competent in the dynamic and interactive processes of Engagement, Assessment, Intervention, and Evaluation apply the following knowledge and skills to practice with individuals, families, groups, organizations, and communities. | Develop a mutually agreed upon focus of work and desired outcomes. | |
| - Identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals | | | Assignments 1, 3, & 4. |
| - Using research and technological advances | | | |
| - Evaluating program outcomes and practice effectiveness | | | |
- Developing, analyzing, advocating, and providing leadership for policies and services
- Promoting social and economic justice

**Intervention:**
- Implement actions to achieve agency-related goals.
- Implement prevention interventions that enhance client capacities.
- Help clients resolve problems.
- Negotiate, mediate, and advocate.
- Facilitate transitions and endings.

**Evaluation:** Critically analyze, monitor, and evaluate interventions.

Assignments 1, 3, & 4.

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**Critical Thinking**—Apply critical thinking to inform and communicate professional judgments. Social workers competent in critical thinking:
- Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment.
- Use critical thinking augmented by creativity and curiosity.
- Understand that critical thinking also requires the synthesis and communication of relevant information.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
- Analyze models of assessment, prevention, intervention, and evaluation.
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

Assignments 1, 3, & 4.

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**COURSE FORMAT**

This course emphasizes student participation. A variety of teaching methods are used to engage students as active learners as they gain skills for social work practice. These include lecture, discussion,
experiential exercises, group work, video and audio material, and case studies. The instructor implements cooperative and collaborative learning processes as the primary engines for learning. This is a social work practice course and demands your active engagement and participation for successful completion.

**COURSE EXPECTATIONS**

- **Field Integration:** Concurrent registration in SW 295C is required. This syllabus is to be shared with the field instructor as soon as possible after the student’s entry into the field in order to provide guidance for both the field instructor and classroom instructor.

- **Field Problems:** It is the student to bring to my attention any problems or unresolved issues in field and it is my responsibility to help mediate or negotiate the process to its best resolution.

- **Attendance:** Attendance and participation are important! It is not possible to pass this course if there is sporadic attendance. If you miss 3 or more classes, you will automatically fail the course. If you miss 2 classes, you forfeit the option of receiving a grade of “A/A-” for the course and your final grade will be adjusted. Special consideration will be considered in extreme circumstances.

- **Consistent Lateness:** Be aware that this course is about professional behavior. Being late should be a rare occurrence. If you are late consistently (i.e., you have a pattern of being late) your grade will suffer (i.e., points will be taken off of your weekly “participation” grade).

- **Classroom Preparation and Participation:** Students need to participate in discussions and in oral and written exercises. The instructor will expect classroom participation and discussion regarding readings, case material, integration of field experiences, and other activities as they pertain to classroom feedback and interaction. A student’s participation grade will be decreased if the student is not participating and/or responding to classroom discussion. It is standard educational expectation that students spend 2-3 hours outside of class time studying for every hour spent in class. It is expected that students spend 4 to 6 hours per week in preparation outside of class time.

- **Writing Assignments:** Serious deficiencies in areas such as spelling, punctuation, sentence structure, and coherent organization will result in lowered grades. You are reminded to retain a copy of all written assignments prior to submitting them for grading in the event of accidental loss or destruction.

- **APA Citations and Formatting:** The field updates and final assignment must follow APA guidelines. Papers must be typewritten and double-spaced. All margins must be 1 inch with 12 point font. See Web CT for a guide on APA, 6th Edition citation.

- **Writing Assistance:** The Division has a Writing Tutor and the University has a Writing Center to help students. Don’t be hesitant to use these services. The best writers are those that ask for help.

- **Late Assignments:** You are expected to complete assignments and turn them in on time. There is a one-day grace period. For every day the assignment is late, 2 points will be subtracted from the paper’s final grade. If you have special circumstances, you may ask permission for an assignment to be turned in later than the due date. You must contact me before the assignment is due. *If you receive permission to turn in the assignment late, there will not be a penalty.*

- **Plagiarism:** Any form of cheating or plagiarism will result in a failing grade for the course.

- **Cell phones** must be placed on silent;

- **Laptops:** STUDENTS USING LAPTOPS FOR WEBSURFING OR CHECKING EMAILS DURING CLASS WILL BE PENALIZED BY GRADE REDUCTION. I reserve the right to examine the screen on your laptop at any time during class and ask you to close the screen.

- **The University’s Policy on Incomplete Grades:** A grade of “incomplete” may be assigned only in cases of illness, accident or other occurrences clearly beyond the student’s control. Incomplete grades are not automatically given. It is the student’s responsibility to fulfill the University’s and/or Division’s policies and procedures for obtaining an incomplete. Students who fail to follow applicable policies will be assigned a grade of “fail” for the course. .
**Ethical Practice:** As developing social work professionals, it is expected that students will be familiar with and adhere to the NASW Code of Ethics. Ethical violations may result in failure of this course, particularly if the instructor has previously advised a student of the violation(s). Classroom dynamics must be safe, appropriate, on the topic and respectful of diversity, opinion and experience.

**ADA Provisions**
If you would like to request academic accommodation due to a disability, please contact Services to Students with Disabilities- Lassen Hall room 1008, phone: 916-278-6955 (voice only) or 916-278-7239 (TDD only) or [http://www.csus.edu/sswd](http://www.csus.edu/sswd). Office hours are Monday through Friday 8:00 a.m. to 5:00 p.m. (except holidays). If you have a letter from Services to Students with Disabilities please present the letter to me so we can discuss the accommodations you might need for this class.

**CLASS ENVIRONMENT & COMMITMENTS: PLACE AND SPACE**

I am committed to fostering an atmosphere in which the uniqueness of each individual is valued, and ideas can be exchanged freely, without fear of harassment, intimidation, or exploitation. A vigorous exchange of ideas in a multi-cultural classroom community can occasionally lead to disagreement and conflict. Conflict that reflects a *constructive and thoughtful exchange* of ideas is welcomed. Alternatively, conflict is unacceptable that is predicated upon racism, ableism, ageism, hetero/sexism, homophobia, religious or other intolerance, as well as denigrating or behaviors. Together, we will commit to working through conflicts constructively.

This course demands students’ active participation. Taking risks, no matter how uncomfortable, is encouraged. In order to enhance feelings of safety, and to create a positive learning environment, the following must apply:

- **Behavior:** As in any academic setting, appropriate behavior is expected at all times.
  - Students get their needs met by interacting with classmates and by raising their concerns and criticisms with the instructor.
  - We assume that dissent, debate, and disagreement are part of how we learn.
  - Students resolve issues directly with one another. If students are not sure how to accomplish this task, students and instructor can discuss possible strategies.
  - Students are committed to personal and professional growth and self-exploration.
  - Cross talk: It is inappropriate to conduct side conversations during class.

- **Language:** Academic discourse that is respectful is encouraged at all times, whether through speech, chat room, or e-mail.
  - Students do not ridicule each other.
  - We own our intended or unwitting expressions of bigotry, ignorance, power/privilege. To say, rather than attribute a negative characteristic to a social group or individual, students can effectively begin their verbal communication with phrases such as,
    - “This is how I have been taught to believe,” or
    - “I don’t like to admit it but I do have the belief that…”

- **Safe Space and Place**
  - Students feel as if they have a voice, as well as utilize their voice.
  - Students feel that when they speak, people listen with open minds, open hearts and open ears. We all expect to learn from each other and change in the process.
  - We realize that each one of us has partial knowledge and therefore need one another to develop a fuller understanding.
  - We recognize, understand, and assume that who we are is a critical part of our collective and individual capacities to learn.
Everyone realizes that the class is one forum to express one's ignorance, misinformation, incomplete knowledge, and that voicing such ideas is one way of expanding learning.

We recognize that there are many ways of knowing and knowledge-building, and the personal and the experiential are two important sources.

- **Timeliness**
  - Students attend class promptly, prepared, and having read the assigned material. You have the syllabus, session dates, and due dates. These are now your responsibility to integrate into your life. You are adult learners.
  - Students should be on time for class as well as remain in class during the designated time. Students should not attempt to leave early unless the instructor is notified or an emergency has taken place.

- **Technology, Web, and Social Networking:** It is inappropriate to use social / media during class, unless otherwise directed by the instructor.
  - If you are unable to take notes by-hand, laptops may be used for note-taking.
    - Computers must be closed until break or at the conclusion of class, unless being used in an exercise.
  - To be clear: What's said in here stays in here.
    - While in class and outside of class, do not post to any social media about what is said or done in class. This infringes on the privacy and safety of everyone in the class.

N.B.: The syllabus and course assignments are subject to change. The instructor adheres to CSU policies regarding privacy, grading, plagiarism, and other academic misconduct, and students' evaluation of the course.

**CRITERIA FOR EVALUATION**

Grades for written work will be based on the following

- **Effective use of knowledge:** The integration of concepts, theories, models, and information from readings, lectures, and class discussions is used in a way that demonstrates internalization.
- **Organization:** Clear, obvious overall structure, including thesis, smooth relationship between ideas and between paragraphs, and an integrative concluding section.
- **Clarity:** Appropriate syntax, grammar, punctuation, and spelling. Sentences and paragraphs are clear, unified, and coherent.
- **Voice and standpoint:** The inclusion of peer-reviewed journal articles, other academic/scholarly texts, and personal point of view (as appropriate for a graduate-level paper) along with rationale, logic, and examples, including generalization of ideas, observations, concepts, and experiences are carefully supported with empirical data, conceptual work generated by authors, practitioners, or researchers, or original thoughts.
- **Style:** References, style, formatting always in APA style that is typed, double spaced, has 1” (one-inch) margins,
- **Note:** Please retain a duplicate copy of all written assignments prior to submitting them for grading in the event of accidental loss or destruction.

**REQUIRED TEXTS**


2. Course Reader -- University Copy and Print, 446 Howe Ave, 95825. 916-929-6147
ASSIGNMENTS

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>Every meeting</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment 1: Reflective Field Journals (3) and summary (1)</td>
<td>9/25; 10/23;11/20; &amp; 12/11 (summary)</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 2: Reaction Paper</td>
<td>10/16</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 3: Group Presentation</td>
<td>Varies; will discuss in class</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment 4: Biopsychosocial Assessment</td>
<td>12/11</td>
<td>35%</td>
</tr>
</tbody>
</table>

Letter grades will be assigned according to the following scales:

- A = 93-100 pts.
- B+ = 87-89 pts.
- B = 84-86 pts.
- B- = 80-83 pts.
- C+ = 77-79 pts.
- C = 74-76 pts.
- C- = 70-73 pts.
- F = 69 or less

295 C/D

Your practicum is a major component of your MSW experience. As your SWRK204 professor, I am also your Field Liaison; I have the responsibility and duties to facilitate your work and growth vis-à-vis practicum and to monitor your progress in field, including meeting with you and your Field Instructor each semester. Please note the following:

- 295 is “Credit / No Credit”.
- Practicum days are Mondays, Tuesdays, Wednesdays
- Fall, Week 5 – Learning Agreement is due to professor
- Fall, Week 9 – Progress Report due to professor emailed from Field Instructor
- Fall, Week 15 – Field Evaluation (for fall semester) due to professor

You will be expected to discuss your practicum experiences in 204 C/D. Time will be provided so that you can bring practicum issues to your colleagues for consult and support. Questions to reflect on include:

- What are your biggest challenges (this semester)? Of what are you most proud?
- What is helpful in your meetings with your practicum supervisor? Not helpful?
- What concepts, theories, techniques, etc., are you integrating into your field work?
- What would you like to get out of field before the end of the year?
- What have been some of your challenging and/or interesting cases? How? Why?
- What are some of the institutional and organizational politics of your agency?
- What leadership styles do you see yourself practicing at your agency?
- Do you see yourself working in an agency similar to your field placement in the future?
ASSIGNMENT DESCRIPTIONS

1. **Class Participation (10 points).** SWRK 204C is a very active course and participation is an ongoing requirement. Students should expect to contribute in each class. Students will be asked to review an article and lead a class discussion around a reading (see below). Students may also be asked to participate in role playing, or lead a small group discussion. A student’s grade will be decreased if, over the course of the semester, the student is not participating and/or responding to classroom discussion.

**Reading response and question for class discussion** - Choose a reading (or choose two if they have contrasting views) from the required readings of the day. Lead a class discussion around the following:

- What points in the readings were particularly poignant, interesting or helpful? What points did you disagree with? Explain how and why.

- What ideas did you find personally meaningful, i.e., ideas that might have an impact on how you think about your way of practicing with clients or ideas that you might incorporate into your personal style of working with your clients?

- What question do you have from reading this material that you think would generate class discussion? Come up with one and lead a discussion.

2. **Field Journals /Integrative Reflection Papers. (20 points).** This is an opportunity to discuss and share some of your field experiences, responsibilities, ethical dilemmas, what you are learning, and your evaluation of this experience. This is not a diary, but should be analytical rather than descriptive. The journals should include selected observations about your professional progress, issues of counter transference, use of supervision and should demonstrate as well as how you are integrating class material and readings into your practice. In journal 1, please include your personal learning objectives and learning plan for this semester and how you will reach them. Below are some areas you might cover, but do not feel you need to cover all of these areas. **4- 5 pages each, doubled spaced.**

**Tasks & Activities:**

- Discuss what you are doing in field in terms of case observation, interviewing, your individual / group work, chart reviews, program development, or other activities. If you are seeing clients (individual, family, group), write about cases. If you are observing or shadowing, reading files, facilitating community meetings, apprenticing a leadership role, write about those activities. It would be expected that your first entry or two could primarily introduce the internship and your field responsibilities.

  - Do not make this writing a “play-by-play” recording of everything you are doing in field. Instead, describe the cases and analyze what you (or the primary clinician you shadow) are attempting to accomplish in the case.

  - You may also raise a practice or ethical question that you want input on from your professor and classmates.

**Evaluation of Your Practice**

- How effective you are in your practice with clients: How do (or will) you know? Talk with your field instructor and get their ideas.
Your agency may have a protocol they want you to use (e.g., they may use a rating scale or specific standardized measures to gauge client change). Related to this topic is the issue of evidenced-based practice (e.g., interventions for which scientific evidence consistently shows improved client outcomes). Are you using an EBP? Which one? What are the guiding assumptions or orienting perspective? What are the steps/stages involved? What are its limitations? How might you improve its effectiveness with this client / case (and even across populations or settings)?

**Personal Exploration/ Use of Self:**
- Write about what you are learning about yourself. This could include your own personal reactions or various feedback from your practicum colleagues, your clients, class colleagues, friends/family/parents/children/etc.
- Discuss any counter/transference that has emerged; how have you managed it?
- How is your self-care and how might this be influencing your fieldwork? What types of gratitude, resentment, and/or expectations about your clients or practicum are you carrying that influence your work?

**Use of Supervision**
- What are you concerns/ regarding supervision? Discuss what you are doing in your supervision hour with your practicum instructor. How are your supervisory meetings going? Are you meeting at least one hour per week? What more do you need from your practicum instructor? What would be helpful to include (or exclude) from your meetings? In what ways can you contribute to your practicum site and to your own learning (goals

3. **Response Paper** --. Choose from at least 5 course reading selections and respond to the following questions: Length: 6 – 7 pages *(20 Points)*

What points, if any, in this material did you like, agree with, find interesting or helpful?
- What points, if any, in this material did you like, agree with, find interesting or helpful?
- What points, if any, did you not like or disagree with?
- What ideas, if any, did you find personally meaningful, i.e., ideas that might have an impact on how you think about your way of practicing with clients or ideas that might incorporate into your personal style of working with your clients.
- What questions do you have from reading this material that you think would generate class discussion? Come up with one.
- Discuss a client in your field placement whose challenges reflect material in the readings.
- What key factors contribute to therapeutic change are discussed in the readings? How useful were these to you?

4. **Small Group Practice Presentation** *(15 Points)*

Students will in groups of 3 select a case scenario and develop a videotaped role play presentation. The role play (simulated practice) itself should not exceed 20 minutes. You will have approximately 30 minutes for the presentation. It is expected that each of the role play presentations illustrate the application of intervention strategies or/and practice approaches.

The videotaped simulation can be presented as an initial interview/assessment or middle phase of treatment and/or contact with a multiple client system. An introduction is required. Include in your introduction:
- The purpose of the agency and the service you are providing;
• Age/ethnicity/race/gender/sexual orientation/socioeconomic background of client;
• Brief discussion of client’s presenting problems and needs;
• The theoretical approaches, models, techniques, and/or strategies you plan to implement during the role-playing and your rationale for your selection

Upon completion of the videotaped role play, provide a 10 minute discussion and evaluation of the session. Some guidelines for this evaluation are:
• What insights do you have regarding your communication or empathy skills as you watch the tape? For example, to what degree were a collaborative and empathic partnership developed between the worker and the client? What were some of the factors that contributed to the emergence of this partnership? Were there any cultural/ethnic/gender/socioeconomic barriers? What did you notice about non-verbal communication elements?
• Discuss the practitioner’s strengths and/or limitations of the session.
• What practice strategies/models did you intend to demonstrate. How effectively were these demonstrated?
• Do you believe the tape is reflective of your style generally?

All members of the group will receive the same grade.

5. **Biopsychosocial Assessment, Case Analysis and Interventions. (35 Points)** This Bio-Psycho-Social Analysis is the common analysis for all of the sections of SW204C/D. It is designed to assess your advanced competences. For this assignment there will also be a section in which you describe your interventions and their theoretical rationale in depth.

**OUTLINE FOR ASSIGNMENT: TO BE EMAILED TO STUDENTS**
Session 1  9/3

Topics:  Course Overview: Requirements. Expectations, and Evaluation
         Field Placements
         Review of Conceptual & Theoretical Frameworks
         Review of Biopsychosocial Assessment
         The role of theory in informing practice.

Required Readings
Corcoran J. and Walsh (2015)
   Chapter 1. Diagnosis and the Social Work Profession
   Chapter 2. Biopsychosocial Risk & Resilience and Strengths Assessment

The Mental Status Exam
   www.psychpage.com/learning/library/assess/mse.htm

   http://aitlvideo.uc.edu/aitl/MSE/MSEkm.swf

Session 2:  9/10

Topics:  The Professional relationship.
         Professional self-awareness.
         Transference and counter transference.
         Use of self
         Key ethical issues
         Working with diverse client populations

Required Readings


MODULE 1: CLINICAL INTERVENTIONS WITH CTS EXPERIENCING MENTAL HEALTH PROBLEMS

Session 3:  9/17

Topics:  Overview of DSM V
         Recovery model
         Clinical Intervention – severe and persistently mentally illness
         Case management

Required Readings
Corcoran J. and Walsh (2015)
   Chapter 5. Schizophrenia


Optional


Session 4: 9/24

Topics: Clinical Interventions – Mood disorders

Suicidality

Required Readings

Corcoran J. and Walsh (2015)
Chapter 6. Bi Polar Disorder
Chapter 7. Depressive Disorders


Optional:


Some good resources on depression


Session 5: 10/1
Topics: Clinical Interventions … Anxiety disorders
        Cognitive Behavioral Therapy
        Self-care

Required Readings
Corcoran J. and Walsh (2015)
Chapter 8. Anxiety, Obsessive-Compulsive, and Trauma and Stressor-Related Disorders

Chapter 9: Cognitive Theory: A structural approach.


Thinking Distortions.


Session 6: 10/8
Topics: Clinical Interventions with individuals affected by substance abuse
        Motivational interviewing

Required Readings
Corcoran J. and Walsh (2015)
Chapter 11: Substance Related and Addictive Disorders

PPT will be emailed: Uppers, Downers, All Arounders: Physical & Mental Effects of Psychoactive Drugs.


Motivational interviewing reading. – Look at this. It’s very long but helpful for those wanting in depth info on motivational interviewing skills with individuals who have substance abuse problems.

Optional: Valuable resources:
1. Addiction recovery guide  http://www.addictionrecoveryguide.org/
2. SAMHSA -- Brief Therapies for Substance Abuse
Session 7: 10/15  
Topics: Dual Diagnosis  

Required Readings  
Najavits, L. Seeking Safety: Therapy for PTSD and abuse.  

Session 8: 10/22  
Topics: Reviewing theoretical perspectives, Psychodynamic, CBT, Narrative and Solution Focused Approaches  

Required Readings  
Chapter 11: Narrative Therapy: A Postmodern Approach  
Chapter 12: Solution Focused Therapy: A Postmodern Approach  
Chapter 13: Trauma Theory  

Session 9: 10/29  
Topics: Personality disorders  
DBT  

Required Readings  

**Optional**
Marsha Linehan – Dialectic Behavioral Therapy (DBT):  

**Module 2: INTERVENTIONS WITH FAMILIES AND CHILDREN**

**Session 10: 11/5**
**Topics:** Assessment and interventions with children  
**Play therapy**

**Required Readings**

Allen, Kate, Ph.D. “How a violent environment can cause permanent physiological and anatomical changes in the brain”

**Session 11: 11/12**
**Presentations**

**Session 12: 11/19**
**Topics:** Assessment and interventions with children  
**ADHD, ODD, CD**  
**Childhood trauma**

**Required Readings**
Corcoran J. and Walsh (2015).
Chapter 4. Neurodevelopmental Disorders: ADHD  
Chapter 10. Disruptive, Impulsive and Conduct Disorders


Ludy-Dobson, C. & Perry, B. (2010). The role of healthy relational interactions in buffering the impact of childhood trauma  
In Eliana Gil (Ed.), *Working with Children to Heal Interpersonal Trauma: The Power of Play*. The Guilford Press.

**Optional**
HAPPY THANKSGIVING --

Session 13:
Topics: Working with adolescents

Required Readings
Corcoran J. and Walsh (2015). Chapter 9: Eating Disorders


Session 14: 12/10
Topics: Termination and Evaluation & Wrap up

Required Readings
   Chapter 10: Practitioners’ reactions to endings
   Chapter 11: Additional ending activities