Course Change Proposal
Form A

Academic Group (College):
Health and Human Services

Academic Organization (Department):
Division of Social Work

Date:
2/14/07

Type of Course Proposal:
New X Change _ Deletion ___

Department Chair:
Robin Carter

Submitted by:
Susan Taylor

Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes X No ___

For Catalog Copy: Yes X No ___

CCE: Yes ___ No ___

Semester Effective: Fall X Spring __, 20_07_

This course replaces experimental course Subject Area (prefix) and Catalog Number (course number):

This Catalog Number (course number) is being replaced:

Change from:

Subject Area (prefix) & Catalog No. (course no.): Title: Units:

Change to:

Subject Area (prefix) & Catalog No. (course no.): SWRK 262 Title: Social Work Practice in Rehabilitation Units: 3

JUSTIFICATION:

This course provides the depth of specialized training that is part of an expectation of a social work mental health training contract that the Division of Social Work has entered into with the State Department of Mental Health. The course will be offered as an elective, and provides new content to the curriculum offerings of the Division.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/academic/courses/course Description - Guidelines for Catalog Course Description)

The course content reflects the current best practices of psychosocial rehabilitation, and pays particular attention to the nuances of those practice expectations within the context of the Mental Health Services Act of 2004. This course is a requirement for all students who are recipients of the mental health stipend in the Division of Social Work.

Note:
Prerequisite: admission to MHSA cohort
Corequisite: none

CAN (California Articulation Number):

Graded: Letter X Credit/No Credit Instructor Approval Required? Yes X No ___

Course Classification (e.g., lecture, lab, seminar, discussion):
lecture Title for SIS+CMS (not more than 30 characters)
Social Work Practice in Psychosocial Rehabilitation

Cross Listed? Yes ____ No X ___ If yes, do they meet together and fulfill the same requirement, and what is the other course.

How Many Times Can This Course be Taken for Credit? 1

Can the course be taken for Credit more than once during the same term? Yes ___ No X ___
FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: “Students will be able to: 1), 2), etc.” See the example at http://www.csus.edu/acaf/example.htm

Course Objectives
At the end of the course, students will be able to:

1. Demonstrate an understanding of the goals of psychosocial rehabilitation within the context of major theoretical orientations used in social work, including but not limited to narrative, family, feminist, social construction, and cognitive behavioral theoretical frames;

2. Demonstrate an understanding of the collaborative nature of the consumer (client) and practitioner in therapeutic and helping relationships within a recovery model orientation;

3. Demonstrate an understanding of the nature of consumer participation as staff, administration, and stakeholder advocates in program development and service delivery within a recovery-based programming orientation;

4. Understand the various clinical elements of the recovery path including quality of life focused services, illness management, person-centered case management and other rehabilitative techniques;

5. Demonstrate an understanding of mental health systems of care frameworks for children, youth, adults and older adults in the delivery of a recovery model orientation;

6. Demonstrate an understanding of the nature of the conflict between traditional medical model methods and orientations in mental health, contrasted with a recovery orientation which values “lived experience”, considers the quality of life, values harm reduction, and treats the whole person not just the “diagnosis”;

7. Demonstrate an understanding of best practice orientations which value a recovery orientation including consumer collaboration and empowerment in treatment options, integrated service delivery full partnerships, and quality of life outcome measurement,

8. Demonstrate an understanding of the place of psychopharmacology in recovery-based practice, in the nature of symptom and harm reduction;

9. Demonstrate an understanding of recovery-oriented programmatic challenges in working within specific laws and legislation which impede implementation of a recovery orientation of care;

10. Understand the place of Advanced Directives for Mental Health as a consumer empowerment tool toward recovery;

11. Demonstrate an understanding of the role of therapeutic orientations which use various activity therapies in recovery-oriented WRAP planning;

12. Demonstrate an understanding of the nature of spirituality and/or religion in recovery-based therapeutic interventions.

13. Demonstrate an understanding of evidence-based practice and its implementation in the mental health arena.

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

FINAL EXAM: (25% of final grade)
The final exam will be comprehensive, covering key concepts and materials of the course. A study guide will be handed out two weeks prior to finals week which will guide students in their preparation.
Paper #1: (30% of final grade)

A case vignette will be given to students for analysis. This first exercise focuses on identifying and defining elements of recovery-oriented practice. Students should address the following areas:

1. Describe the presenting sets of issues using recovery-oriented language and principles;

2. Describe how you would develop a collaborative therapeutic relationship, and how this might be different in a non-recovery-oriented service delivery system;

3. Describe elements of the recovery plan you might suggest as helpful, and describe what a quality of life focused treatment plan might resemble (including but not limited to specific elements of harm reduction, integrated service delivery, and illness management), and identify possible quality of life outcome measures;

4. Describe how you would address issues of spirituality and/or religion in the treatment discussion;

5. Describe those areas which may be age and culture specific issues in treatment planning, and suggest possible avenues for positive intervention.

Paper #2: (30% of final grade)

A case vignette will be given to students for analysis. This exercise focuses on the use of recovery-oriented practice in relationship to diagnostic formulation using the DSM-IV TR, advanced directives for mental health, and the place of psychopharmacology in treatment planning. Students should address the following areas:

1. Using the DSM-IV TR, describe how you would come to a formulation of diagnosis, given the behaviors as indicated in the case vignette;

2. Describe how you would discuss with the individual seeking services this formulation of diagnosis and its place within a recovery-oriented practice perspective;

3. Describe how you would discuss the pros and cons of advanced directives as a possible addition to a treatment plan;

4. Describe how you might discuss the pros and cons of psychopharmacology in an overall discussion of symptom management and recovery.

Paper #3: (15% of final grade)

Using the WRAP instrumentation, complete the WRAP items using your lived experience as a baseline. As part of your discussion related to the use of the WRAP, describe those areas which lend themselves to evidence-based measurement. Students should turn in their completed WRAP as well as a discussion of the evidence-based elements in a separate attached document. This offers students the opportunity of exploring the benefits and challenges of engaging in the WRAP process, and assists them in understanding consumer/client questions in regard to the process. A grading matrix will be handed out which identifies how various aspects of the WRAP exercise will be weighted.

For whom is this course being developed?

Majors in the Dept __  Majors of other Depts __  Minors in the Dept __  General Education __  Other X special cohort

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes __ No X

If yes, identify program(s): requirement for those graduate students in the MHSA cohort

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes __ No X

If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). ________________________________

The Department Chair’s signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures: ________________________________  Date ________________________________
Department Chair: 

College Dean or Associate Dean: 

CPSP (for school personnel courses ONLY) 

Associate Vice President 
and Dean for Academic Programs 

3/22/07 

3/23/07 

CONDITIONAL APPROVAL 4/11/07 

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.
California State University, Sacramento  
Division of Social Work  
Fall 2007

Social Work Practice in Psychosocial Rehabilitation  
Course Units: 3

Instructor:  
Office:  
Telephone:  
Office Hrs:  
email:  

Course Description

The psychiatric recovery orientation is steeped in thirty years of rehabilitation practice that seeks to empower and enhance the consumer’s relationship to county and state mental health service delivery systems. This course will investigate the clinical, organizational, and policy elements of the psychiatric rehabilitation recovery model as it is implemented through the mandates associated with the California Mental Health Services Act of 2004.

This course can be taken concurrently with SWRK 204C and SWRK 223, and is a requirement for all members of the Mental Health Stipend Program cohort.

Course Objectives

At the end of the course, students will be able to:

1. Demonstrate an understanding of the goals of psychosocial rehabilitation within the context of major theoretical orientations used in social work, including but not limited to narrative, family, feminist, social construction, and cognitive behavioral theoretical frames;

2. Demonstrate an understanding of the collaborative nature of the consumer (client) and practitioner in therapeutic and helping relationships within a recovery model orientation;

3. Demonstrate an understanding of the nature of consumer participation as staff, administration, and stakeholder advocates in program development and service delivery within a recovery-based programming orientation;

4. Understand the various clinical elements of the recovery path including quality of life focused services, illness management, person-centered case management and other rehabilitative techniques;
5. Demonstrate an understanding of mental health systems of care frameworks for children, youth, adults and older adults in the delivery of a recovery model orientation;

6. Demonstrate an understanding of the nature of the conflict between traditional medical model methods and orientations in mental health, contrasted with a recovery orientation which values “lived experience”, considers the quality of life, values harm reduction, and treats the whole person not just the “diagnosis”;

7. Demonstrate an understanding of best practice orientations which value a recovery orientation including consumer collaboration and empowerment in treatment options, integrated service delivery full partnerships, and quality of life outcome measurement;

8. Demonstrate an understanding of the place of psychopharmacology in recovery-based practice, in the nature of symptom and harm reduction;

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13. Demonstrate an understanding of evidence-based practice and its implementation in the mental health arena.

Course Format

Content will be presented through instructor and guest lecture, small and large group discussion, didactic interchange, as well as video/audio presentation and analysis. An integral part of the course includes on-site field training with staff and consumers of Turning Point, a Psychiatric Rehabilitation agency in the Sacramento area. The field experience is designed to engage students in discussion and analysis with leading members of the rehabilitation and recovery communities to allow full integration of classroom and field experience with the “recovery model.”

Course Expectations

To encourage a positive learning environment:
- Students should be on time for each class session; whether held in the field or at the University;
- Students should turn off beepers and cell phones during class; both at the University and in the field. If there is an urgent professional or personal need for either to be on, the student should put the device on vibrate and let the instructor know that he/she may be contacted. Responding to either device should be in the least disruptive manner possible, and be outside of the classroom/meeting area;
- Students should engage in civil and respectful discourse with one another, agency staff, consumers, guest speakers and the instructor. Should interpersonal difficulties arise, it is expected that the parties will work through their difficulties in an amicable manner;
- Students are committed to personal/professional growth and self-exploration; therefore, he/she actively engages in class discussions and learning activities;
- To the degree possible, students will have read all assigned material prior to each class session so as to enrich class discussion.

Attendance:

Students’ interest, time, and commitment to the course, as well as personal/professional development is highly valued. As a matter of fairness and equity, anyone missing more that two scheduled class sessions will have their final grade reduced by one grade. Missing more than (5) five scheduled class sessions will result in being dropped from the course. Should the latter occur, this may affect the student’s continuation in the MHSP cohort.

Course Exams and Assignments

FINAL EXAM: (25% of final grade)
The final exam will be comprehensive, covering key concepts and materials of the course. A study guide will be handed out two weeks prior to finals week which will guide students in their preparation.

Paper #1: (30% of final grade)

A case vignette will be given to students for analysis. This first exercise focuses on identifying and defining elements of recovery-oriented practice. Students should address the following areas:

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Students are expected to have completed assignments for the course by the scheduled due date. If special circumstances arise, the instructor may grant an extension for turning in
the assignment. This must be arranged prior to the date the assignment is due and be negotiated with the instructor. Should this situation occur, the student should provide several avenues through which he/she may be contacted (e.g., e-mail, home or work phone numbers, cell phone numbers) by the instructor, so as to make such arrangements for an extension. If a student needs help or has questions regarding the assignment, he/she is encouraged to contact the instructor during office hours or by e-mail.

It is an expectation of the Division of Social Work that written work should conform to the APA (5th edition) format unless otherwise noted by the instructor. Serious deficiencies in areas such as spelling, punctuation, sentence structure, and coherent organization may result in a lower grade. Students are encouraged to use the writing lab if writing problems emerge and talk with the instructor regarding ways to improve upon their written assignment.

Where appropriate, the following criteria are used to evaluate assignments:

- 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 integration and understanding.
- The inclusion of personal points of view (when appropriate to the assignment) along with rationale, logic, and examples. Generalization of ideas, observations, concepts, and experiences are carefully supported with empirical data, conceptual work generated by authors, practitioners, or researchers.
- Organization: thesis in introduction, smooth relationship between ideas and between paragraphs, and overall structure, integrative concluding section. Careful planning is evident in the organization.
- Clarity: understandability, good style and form. Central ideas are concrete and clear.
- Correct syntax, grammar, punctuation, and spelling. Sentences and paragraphs are clear, unified, and coherent.
- References in appropriate format (use of APA format).

Students are reminded to retain a duplicate copy of all their written assignments prior to submitting them to the instructor in the event of accidental loss or destruction.

University policy is very stringent with respect to Plagiarism (claiming the work of someone else as your own). Should students plagiarize written assignments, the instructor may assign an “F” for the course. Students may refer to the APA Manual (5th edition) pp. 349-350 and p. 395 for clarification on ways to avoid this error. Students are also encouraged to read both the Division student manual and University policies with respect to this academic standard.

Incompletes

Incompletes are not given automatically. A grade of “incomplete” may be assigned only in cases of illness, accident, or other occurrences clearly beyond the student’s control. It is the student’s responsibility to fulfill the University and/or Division policies and
procedures for negotiating and completing a grade of “incomplete.” Students who fail to complete the course assignment within the negotiated timeframe will automatically be assigned a grade of “F” for the course. This may jeopardize continuation in the MHSP cohort.

Course Grading Scale

A = 95 -100 pts  
A- = 92 - 94 pts  
B+ = 90 - 91 pts  
B = 85 - 88 pts  
B- = 82 - 84 pts  
C+ = 79 - 81 pts  
C = 75 - 78 pts  
C- = 70 - 74 pts  
F = 69 pts or less

ADA Provisions

Students who have a documented learning disability or experience other reasons that might interfere with their ability to complete the class requirements, need to make an appointment and discuss this with the instructor. Students can obtain special accommodations for course materials, testing facilities, and equipment by contacting the Office of Disability Services (916) 278 – 6955. The instructor should be advised of the need for these accommodations so as to better assist the student with his/her learning needs. A copy of the documented disability should also be on file with the Coordinator of the MHSP.

Schedule of Class Meetings And Readings

Week 1:  
Introduction to the course  
Beginning discussion “What does Recovery Mean?” Traditional view vs. Recovery Orientation

Required Readings:

Health and Social Work. 27 (2) p. 86 – 94.


**Week 2:**

*Legal and Ethical Issues in a Recovery Model*

*Tarasoff and Ewing*

*California Codes*

*NASW Code of Ethics*

**Required Readings:**

*NASW Code of Ethics*


*Ewing v. Goldstein, 120 Cal. App. 4th, 807, 2004*

*Ewing v. Northridge Hospital Medical Center, 120 Cal. App., 4th 1289, 2004*


*California Code*
Week 3: Theoretical Perspectives and Their Usefulness for Recovery Model

Traditional Clinical Theory (biological, psychodynamic, eco-systems, narrative)
Focus on Biological Perspective and the Hegemony of Biologic Psychiatry in Mental Health Organizations

Required Readings:


Week 4: The Recovery Model
Organizational Settings and the Recovery Model
Use of Self in Recovery Model
Required Readings:


**Week 5  Use of Self in Psychosocial Rehabilitation Model**

*Required Readings:*


**Week 6  Turning Point**
Continuation of Discussion of Therapeutic Alliance and Skillful Use of Self

**Week 7**

**Turning Point**
Meeting with practitioners continuing discussion of weeks 5 & 6
Recovery Model vs. traditional psychiatric intervention
Harm Reduction

**Required Readings:**

*TBA/TP*

**Week 8:**

**Turning Point**
Employment & Housing

**Additional Readings:**

*TBA/TP*

**Required Readings:**


**Recommended Readings:**


**Week 9:**

*Turning Point*

*Symptom Management, Psychopharmacology, and health*

**Additional Readings:**

*TBA/TP*

**Required Readings:**


**Week 10:**  
*Spirituality and Recovery*

**Required Readings:**


**Week 11**  
*Family and Children's Issues Within a Recovery Framework*  
The Effects of Mental Illness on Families and Children  
Family Therapy in this Context  
Guest Speaker: Turning Point staff

**Required Readings:**


**Week 12:**  
*Children and Adolescent Mental Health*  
*Turning Point*

**Required Readings:**
Week 13: Agency Development, Management, Funding, and Staff Development

Additional Readings:
TBA/TP

Required Readings:


Week 14 Debrief Course (students, staff/consumers of TP, invited guests)

Handouts