This is the instructor’s Supplemental Syllabus. It is a supplement to the Master Syllabus, which is the required syllabus for all sections of this course.

I. Description of Course

As delineated in the SW 744 Master Syllabus, this course examines theories of direct social work practice (i.e., psychodynamic/developmental, cognitive, and behavioral) and their application in the engagement, assessment, diagnosis, case conceptualization, treatment planning, interventions, and evaluation of individual clients. This is an advanced practice seminar in which mastery of all previous generalist and direct practice coursework of the graduate curriculum is assumed. This course will build upon the generalist assessment skills and basic knowledge of practice theory that students acquired in their first-year foundation courses of the MSW Program. Students in this course must be concurrently enrolled in SW 750 and completing their field placement in an approved direct practice placement.

The course focuses on helping students to: (a) develop a deeper understanding of the direct practice theories mentioned above; (b) integrate and apply interventions from various theoretically based practice models in their direct practice with clients; and (c) understand and apply principles of evidence-based practice in selecting interventions shown in research to be efficacious and effective; and (e) evaluating the effectiveness of those interventions in achieving planned treatment goals and objectives. Emphasis is placed on a comprehensive, multidimensional approach to assessment and diagnosis that involves exploring and analyzing salient biological, psychological, social, ecological, and high risk factors. Particular attention is given to the intervention processes of: (a) engaging clients in the therapeutic relationship and (b) identifying and addressing client resistance to change.

The seminar format provides opportunity for students to take an active role in their learning process and support their peers in that process. Through active participation in the learning process, students are expected to gain an in-depth knowledge and be able to apply theoretically based intervention strategies in the stages of the helping process: engaging clients, negotiating a treatment plan, motivating client change, evaluating progress, and terminating treatment services.

Revised 6/2012 by Dr. Mathiesen
Ethical issues (e.g., confidentiality, professional boundaries, scope of practice) and legal mandates related to high risk issues (e.g., suicidal ideation, child abuse, domestic violence, substance abuse) are addressed throughout the course and systematically discussed and applied in class discussions of client case examples. In reviewing cases, students are asked to tailor their interventions to address specific aspects of diversity including: race, culture, national origin, gender, age, religion, sexual orientation, and level of ability. Special topics to be discussed during the course include clinical practice with: (a) infants and toddlers, children, adolescents, adults and elderly individuals; (b) clients who have experienced trauma (e.g., child abuse, domestic violence, war related and immigration trauma); (c) clients who experience discrimination or oppression (e.g., ethnic minorities; gay, lesbian, bisexual, and transgendered men and women; and people with disabilities or serious mental illness).

II. Course Objectives

The student is expected to demonstrate advanced competency in assessment, diagnosis, treatment, and evaluation of the individual. Advanced competency is assessed in the following areas:

A. Knowledge

1. Knowledge of the major explanatory theories that inform direct social work practice in a culturally sensitive context.
2. Analysis of major assessment issues, including the severity of a crisis, the degree of psychopathology, the resilience and strengths of the individual, and the biological, interpersonal and environmental concerns.
3. Knowledge of specific interventions, modalities, and processes that can be used to treat underlying presenting issues and long-term concerns and facilitate planned change in the client during the beginning and middle phase of practice.
4. Knowledge of adjunctive resources, which are appropriate in both preventive and remedial services.
5. Knowledge of the major diversity issues that impact the individuals' view of self and the world and that comprise the essential building blocks of culturally sensitive practice. Diversity issues include but are not limited to race, ethnicity, gender, sexual orientation, age, disability, and socioeconomic status.
6. Knowledge of principles of evidence-based practice in selecting interventions for individual clients and evaluating the effectiveness of those interventions in achieving planned goals and objectives.

B. Values

1. Understanding of one's scope of competency, which includes an awareness of professional strengths and weaknesses.
2. Understanding of the ethical guidelines regarding confidentiality in direct social work practice.
3. Understanding of the legal and ethical issues related to dangerous client situations.
4. Understanding of appropriate professional conduct and responsibilities in the context of culturally sensitive practice.
5. Understanding of ethical responsibilities related to research and evaluation of selected interventions.
C. Skills

1. Demonstration of skill in the referral process of clinical social work practice in preventive and remedial services.
2. Demonstration of understanding one's scope of competency and ethical and legal issues related to confidentiality, professional conduct, and dangerous client situations as demonstrated in class discussions and written assignments.
3. Demonstration of skill in applying principles of evidence-based practice to designing plan for evaluating the effectiveness of selected interventions in achieving planned treatment goals and objectives.

III. Course Outcomes

A. Knowledge and skills in the assessment of the individual, with emphasis on biopsychosocial, psychodynamic, developmental, and cultural issues.
B. Knowledge and skills in identifying severity of crisis, developmental issues, nature and degree of psychopathology (if present), contribution of environmental factors, and the strengths, resources, and resilience of the individual.
C. Knowledge and skills in a range of interventions with individuals that contribute to effective and culturally sensitive practice.
D. Knowledge and skills related to applying principles of evidence-based practice in: (a) selecting interventions shown by research to be efficacious and effective, and (b) evaluating the effectiveness of these interventions in achieving planned treatment goals and objectives for individual clients.

IV. Required Readings

Required Texts and Readings:


Additional Required Reading Materials

Articles

Other articles and resources are available though links included in the syllabus. Articles for which links are provided are owned by the San Diego State Library system.

Students are required to have access to the Diagnostic and Statistical Manual of Mental Disorders, Text Revision (DSM-IV-TR) (American Psychiatric Association, 2000). A working knowledge of the DSM-IV is a prerequisite for completing the course assignments. Assignments require that students assess for signs and symptoms of psychopathology in hypothetical and actual cases and determine if the symptoms displayed meet criteria for a DSM-IV diagnosis. A copy of the DSM-IV-TR is available at the Love Library on reserve.
Important clinical practice resources on the Internet include:

- **Board of Behavioral Science Examiners website:** *Navigating the LCSW Licensing Process* (Available from: [http://www.bbs.ca.gov/app-reg/licensing_QA.shtml](http://www.bbs.ca.gov/app-reg/licensing_QA.shtml)) and *LCSW Student Handbook and LCSW Study Guide* ([http://www.bbs.ca.gov/forms.shtml](http://www.bbs.ca.gov/forms.shtml))


- **Trauma Assessment Pathway.** Available at: [http://www.chadwickcenter.org](http://www.chadwickcenter.org)


V. *Required Assignments*

**Assignment 1 – Midterm Exam: (30% of Final Grade)**
A multiple-choice exam will be given **October 18, 2012.** This exam will test the content and required readings of the first seven weeks of the course pertaining to practice theories, models and mental disorders.

**Assignment 2 – Implementation of an Intervention with an Individual Client from Field Placement (35% of Final Grade: Requires brief presentation of paper to class)**
All papers will be due on October 25, 2012. The presentation dates for this assignment will be scheduled throughout the semester. Students will select a time slot at random the first week of class.

**Paper: 35% (Due 10-25-2012)**
This assignment will provide you with an opportunity to utilize a specific intervention with a client from your current field placement. You are to perform this intervention after discussing the complete assignment with your Field Instructor. You will document this discussion and submit it with your paper. After selecting a client, decide upon an intervention to use, based upon your client’s presenting problem and the field agency’s scope of service. The intervention should have a strong evidence base. Document how you implemented the intervention, what the outcome was, and what you learned from this process. See Appendix A for details on completing the assignment.

**Brief Presentation to Class:**
This presentation is to be based upon the Individual Client paper. The presentations will be scheduled throughout the second half of the semester, with approximately 7 student presentations per session (may vary due to enrollment). To ensure fairness to all, the presentation times will be assigned at random. See Appendix B for details for the brief presentation.
Assignment 3: Clinical Vignette Exam: (35% of Final Grade)
The Clinical Vignette Exam will be a multiple-choice exam (similar to the format of the Comprehensive Exam that students will take in the Spring Semester). It will be given on **November 29, 2012.** The Clinical Vignette Exam will cover course content on practice theories and models, and the various DSM-IV clinical disorders discussed in the course. Some questions will ask for definitions or descriptions of concepts from course content while other questions will refer to short case vignettes. Questions will be taken from the required readings of the course, lecture notes/PowerPoint slides and videotapes.

VI. Grading

Grades will be administered in accordance with the policies set forth in the Graduate Bulletin and will follow the School of Social Work Grading Policy documented in the Graduate Student Handbook. (See the School of Social Work website for a copy of the Graduate Student Handbook: [http://www-rohan.sdsu.edu/~socwork/grad_handbook/](http://www-rohan.sdsu.edu/~socwork/grad_handbook/)).

The following grading scale will be utilized:

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<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<td>A</td>
<td>100-95</td>
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<tr>
<td>A-</td>
<td>94-90</td>
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<tr>
<td>B+</td>
<td>89-87</td>
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<tr>
<td>B</td>
<td>86-83</td>
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<tr>
<td>B-</td>
<td>82-80</td>
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<tr>
<td>C+</td>
<td>79-77</td>
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<td>C</td>
<td>76-73</td>
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<tr>
<td>C-</td>
<td>72-70</td>
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<tr>
<td>D+</td>
<td>69-67</td>
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<td>D</td>
<td>66-63</td>
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<td>D-</td>
<td>62-60</td>
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<td>F</td>
<td>59 or less</td>
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Final grades will be “averaged up” only if the total points are at .5 or above. (Ex. 89.5 becomes 90.) Grades with percentages below .5 will not be “averaged up”. (Ex. 89.4 remains 89.)

As documented in the SDSU School of Social Work grading policy, the instructor will determine grades in accordance with the following guidelines:

1. Grades of A or A- are reserved for student work that not only demonstrates very good mastery of content, but also shows that the student has (a) undertaken complex tasks, (b) applied critical thinking skills to the assignment, and/or (c) demonstrated creativity in her or his approach to the assignment. The degree to which the student demonstrates these skills determines whether he/she receives an A or an A-.
2. A grade of B+ is given to work that is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment.
3. A grade of B is given to student work that meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets the basic expectations of the course.
4. A grade of B- denotes that a student’s performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.
5. A grade of C reflects a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.
6. Grades between C- and F denote a failure to meet minimum standards, reflecting serious deficiencies in a student’s performance on the assignment.
The final grade will be based on the student’s performance on the required assignments:

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<thead>
<tr>
<th>Assignment</th>
<th>% of Final Grade</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>#1 Midterm Exam</td>
<td>30%</td>
<td>10-18-12</td>
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<tr>
<td>#2 Intervention Paper</td>
<td>35%</td>
<td>10-25-12</td>
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<tr>
<td>(Requires Presentation on Paper)</td>
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<td>Assigned at Random</td>
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<tr>
<td>#3 Clinical Vignette Exam</td>
<td>35%</td>
<td>11-29-12</td>
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<td>100%</td>
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VII. Class Policies

A. Attendance and Participation

1. **Expectations for attendance.** Students are expected to come to class on time, sign the attendance sheet provided by the instructor, and stay for the entire class session. Students should notify the instructor in advance by email, if they need to miss class, arrive late, or leave early. If there is no notification provided to the instructor, the absence is considered to be unexcused. Attendance may be taken again after the break. The instructor will excuse absences resulting from verified unforeseen circumstances (e.g., illness, family emergency, unavoidable commitments, emergencies at field placement). Vacations and other out of town activities will not be considered to be excused absences. Students may be excused from class to attend a professional workshop if the workshop applies directly to social work practice. When students miss class, they must take responsibility for obtaining all information discussed and presented in class and posted on Blackboard. More than one unexcused absence will result in the final letter grade being lowered by half a grade (ex. B+ to B).

2. **Classroom etiquette.** Students are expected to behave in a professional manner in class. This includes demonstrating interest in class discussions, refraining from doing other work in class, passing notes, or engaging in side conversations. **Reading emails and texting are not allowed in class.** Cell phones must be turned off or placed on vibrate during class time to avoid distracting others. *(Note: If you are expecting an important call and have your phone on vibrate, please sit in a place in the room where you can leave easily in order to take the call.)*

3. **Participation.** This course is a seminar, meaning that as adult learners, students are expected to take an active role in creating a positive learning environment by studying the assigned readings prior to class and actively contributing to class discussions. **Students are expected to bring material from their field placements to class discussions.** This may include specific case examples, ethical dilemmas encountered that are relevant to the course material or sharing of knowledge obtained in the field placement. Small group exercises will occur in class. Students are expected to actively participate in any small group to which they are assigned. **Exercises assigned in class are not graded but required for course completion.**

B. NASW Code of Ethics – Class Norms

1. The NASW Code of Ethics is an academic standard at the SDSU School of Social Work. Students are expected to show professionalism and to follow all the principles of the NASW Code of Ethics (Revised, 1999). The Code of Ethics specifies that social workers need to be “continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them” (NASW, Revised 1999, Ethical Principles). The norms of this course support principles in the Code of Ethics: (a) maintaining client confidentiality; (b) placing clients’ interests in highest priority, (c) treating one’s colleagues with respect, (d) demonstrating appropriate professional boundaries, and (e) acting with honesty and integrity.

2. **Confidentiality.** Students are expected at all times to maintain the confidentiality of clients that they have seen or are currently seeing in their field placements or work settings. Students should also maintain the
Students who are found plagiarizing the works written assignments for plagiarism by entering portions of the paper into a variety of websites.

4. **Respect for colleagues.** Students show respect for one another through collaborating with the instructor to create a safe, interactive, and intellectually stimulating classroom environment. This means: (a) actively contributing one’s thoughts and opinions without monopolizing class discussions, (b) listening respectfully to one’s colleagues, and (c) respecting others’ rights to disagree and express different opinions.

5. **Professional boundaries.** Professional communication involves interacting with others in an assertive, genuine way that respects others’ privacy and is considerate of their needs. Students can maintain good boundaries by being aware of their level of self-disclosure and disclosing information that can be appropriately and safely shared in an academic setting.

6. **Best interests of clients.** Students should use terminology that preserves the integrity of the person (e.g., “an individual diagnosed with schizophrenia”, “a child diagnosed with Attention Deficit Hyperactivity Disorder”, “a child who has a learning disability”). Individuals should not be labeled with a condition (e.g., “a schizophrenic,” “a borderline,” or “the disabled”). Class members are encouraged to think about the source of information and its factual base before contributing to the class discussion. When in doubt, asking questions about appropriate terms for describing a client’s diagnosis or condition is encouraged.

7. **Honesty/integrity.** The NASW Code of Ethics asserts that social workers should “behave in a trustworthy manner” and “not participate in, condone, or be associated with dishonesty, fraud, or deception” (NASW, Rev 1999, Ethical Principles & Section 4.04). Social work students should conduct themselves in a manner consistent with the social work value of integrity and avoid all forms of academic misconduct including cheating, plagiarizing, stealing course examinations, falsifying data, violating copyright laws, asking another student to sign the roll for them when they are not attending class, and/or intentionally assisting another individual in any of those actions. Please note the following definitions and policies:

   a. Cheating includes (1) giving or taking exam answers to or from another student, (2) copying another student’s paper (in part or in its entirety), and (3) falsely claiming one’s own or another student’s class attendance.

   b. Plagiarism is “formal work publicly misrepresented as original; it is any activity wherein one person knowingly, directly and for lucre, status, recognition, or any public gain resorts to the published or unpublished work of another in order to represent it as one’s own.” Work shall be deemed plagiarism (1) when prior work of another has been demonstrated as the accessible source; (2) when substantial or material parts of the source have been literally or evasively appropriated (substance denoting quantity; matter denoting qualitative format or style); and (3) when the work lacks sufficient or unequivocal citation so as to indicate or imply that the work was neither a copy nor an imitation. This definition comprises oral, written, and crafted pieces. In short, if one purports to present an original piece but copies ideas word for word or by paraphrase, these ideas should be duly noted” (Lindey, as cited in the Bulletin of the Graduate Division, SDSU, 2000-2001, p. 40).

   c. Giving authorship credit. The NASW Code of Ethics states that social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed. Social workers should honestly acknowledge the work of and the contributions made by others (NASW, 1999). Students should be careful to give appropriate authorship credit to anyone from whom they have obtained information for written assignments and class presentations, including citing books, journal articles, Internet websites, class lectures, professional colleagues, and/or classmates. The instructor may check written assignments for plagiarism by entering portions of the paper into a variety of websites.

   d. Consequences for academic misconduct. Academic misconduct will be handled according to University policy. Students who are found plagiarizing the works of others or committing other forms of academic misconduct will be subject to standards set forth by the University. Such action could result in failing an
C. Policies Related to Required Assignments
1. Exams: The Midterm Exam will be given on 10-18-12 and the Clinical Vignette Exam will be given on 11-29-12. **The exams must be taken on the dates they are scheduled.** In rare cases, illness or other serious circumstances may prevent students from taking an exam on the scheduled date, and they should contact the instructor to discuss options.
2. Off-campus assignment: This course requires students to participate in research that includes course work that may be performed off-campus. Participation in such activities may result in accidents or personal injury and therefore requires a signature on the “Warning, Waiver and Release of Liability” that will be distributed in class. By signing this document students agree to hold harmless San Diego State University, the State of California, the Trustees of the California State University and Colleges and its officers, employees and agents against all claims, demands, suits, judgments, expenses and costs of any kind on account of their participation in the activities. Students using their own vehicles to transport other students should have current automobile insurance.

3. Paper: The instructor may choose to have papers submitted through Blackboard, into Turn-it-in.com. If this procedure is used, it will be used with all students, and additional instructions will be provided.

D. Policies Related to Other Academic Issues
1. Coordination of course with student’s field placement. Students are to provide their Field Instructor with a copy of this syllabus and take the time during supervision to review and discuss the required assignment.
2. Grade of Incomplete. On rare occasions (e.g., severe illness, family emergency), a grade of “Incomplete” may be granted, provided the student meets the criteria established by University and School of Social Work policies. These criteria include: (a) the instructor must agree that extenuating circumstances prevented the student from completing the work; (b) the student does not have to make up more than 30% of the required course work; and (c) the student and the instructor will sign a contract specifying the actions needed for the student to complete the course and a time line for completion. University policy dictates that an Incomplete must be made up within one calendar year following the end of the term in which it was assigned, or the grade will be converted to an F.
3. Disabilities. The San Diego State University School of Social Work abides by the Americans with Disabilities Act of 1990. Students who have disabilities that can potentially impact their academic performance may request special accommodations by contacting the SDSU Student Disability Services (SDS) and receiving an evaluation. If SDS determines that a student has a disability and is eligible for special accommodations (e.g., extended time for taking Exams), it is the student’s responsibility to inform the instructor and provide the necessary paperwork from SDS for special accommodations. If a student believes that he or she may have a disability and wants to be evaluated, he or she should consult with the Graduate Advisor to obtain information about the procedures for contacting Student Disability Services for an informational session.

E. Policies on Communication
1. Communication with the instructor. The instructor will use Blackboard to send emails to students notifying them of documents posted on Blackboard and/or updates to course assignments. Students are responsible for assuring that: (a) they are currently registered in the course, and (b) their current email is listed on the Blackboard system. The Blackboard system does not handle hotmail accounts well, so students who have a hotmail account should request a rohan account from SDSU and use it as their University email. Students
requiring assistance on Blackboard are encouraged to contact the Blackboard Help Desk at http://its.sdsu.edu/bbsupport/.

2. **Lecture notes**: The instructor will post on Blackboard PowerPoint slide handouts summarizing the major points of each lecture, as well as other handouts that relate to course material. The slides will be posted the day of the class. Students should check Blackboard immediately before class to download any posted documents. **Not all Power Points or readings will be discussed in class.** All Power Points are intended to be used as references for student review of class discussions and reading materials. Any information from the readings may be included in test questions, even if the material has not been discussed in class.

3. **Office hours.** The instructor will maintain office hours as listed on the heading of this syllabus, and may be available at other times by appointment. In order to make the best use of office hour time, the instructor encourages students to schedule appointments when possible. The instructor also welcomes questions from students via email or phone (see contact information on the heading of this syllabus). Email is the preferred mode of communication.
The following Course Outline lists the topics of discussion, required readings, and required assignments for each class session. All readings will NOT be covered in class. Students are responsible for ALL ASSIGNED READINGS, whether they were discussed in class or not. This outline is subject to change by the instructor throughout the semester.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic of Discussion</th>
<th>Readings/Assignments</th>
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| Week 1   | Introduction and Overview of Course; Review of Concepts and Topics from SW 631 | ➢ **New Required Readings:**  
• SW 744 Syllabus  
➢ **Review Readings:**  
• Hepworth et al. (2006):  
  o Ch 8: Multi-dimensional assessment.  
  o Ch. 9: Assessing intrapersonal & environmental systems.  
• Boyle et al. (2006):  
  o Ch 2: Theoretical perspectives on direct practice, pp. 29-65.  
➢ **Links to Articles and Resources:**  
  o NASW (Revised 1999), Code of Ethics, Available from:  

| Week 2   | Systems Theory; Compassion Fatigue                           | ➢ **New Required Readings:**  
• Brandell Text:  
  o Ch. 1: Systems Theory. pp. 3-20.  
  o Ch. 25: Cross-Cultural Clinical Social Work Practice, pp. 693-715.  
➢ **Links to Articles and Resources:**  
    [http://www.proqol.org/uploads/ProQOL_5_English_Selfscore.pdf](http://www.proqol.org/uploads/ProQOL_5_English_Selfscore.pdf) |
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<th>Date</th>
<th>Topic of Discussion</th>
<th>Readings/Assignments</th>
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| Week 3   | Assessment and Diagnosis, Mental Status Exam, DSM-IV-TR Diagnosis, High Risk Issues and Legal Reporting, Evidence-based Practice and Evaluation | ➢ **Required Readings:**  
• O'Hare Text:  
  ○ Ch. 1: Definition, processes, and principles, pp. 3-13.  
• Brandell Text:  
  ○ Ch. 4: Neurobiology and Clinical Social Work, pp. 81-93.  
• DSM-IV-TR (2000):  
  ○ Introduction, pp. xxiii-xxv.  
  ○ Use of the manual, pp. 1-12.  
  ○ Classification, pp. 13-26.  
  ○ Multiaxial assessment, pp. 27-37.  
  ○ Outline for cultural formulation and glossary of culture-bound syndromes, pp. 897-903.  
➢ **Links to Articles and Resources:**  
  ○ National Child Traumatic Stress Network, (NCTSN) Psychological First Aid,  
    6 hour training available on psychological first aid  
    http://learn.nctsn.org/course/category.php?id=11  
  ○ Kauffman Report, Available at:  
  ○ California Board of Behavioral Sciences: Check out resources on LCSW licensing:  
    http://www.bbs.ca.gov/ |
| 9-13-12  |                                                                                      |                                                                                      |
| Week 4   | Treatment Planning and Evaluation, Evidence-based Practice Models                   | ➢ **Required Readings:**  
• O'Hare Text:  
  ○ Ch. 3: Selecting and implementing interventions, pp. 28-45.  
  ○ Ch. 4: Evaluating interventions and programs, pp. 46-61.  
➢ **Links to Articles and Resources:**  
  ○ The Trauma Assessment Pathway (TAP) available:  
  ○ California Evidence Based Clearing House  
    www.cachildwelfareclearinghouse.org) |
<p>| 9-20-12  |                                                                                      |                                                                                      |</p>
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<tr>
<th>Week 5</th>
<th>9-27-12</th>
<th>Psychoanalytic and Psychodynamic Theory and Practice Models</th>
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<tr>
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<td><strong>Required Readings:</strong></td>
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<td>• Brandell Text:</td>
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<td>o Ch. 3: Psychoanalytic Theory, pp. 41-75.</td>
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<td>o Ch. 9: Psychoanalytic Psychotherapy with Adults, pp. 213-257.</td>
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<td>o Ch. 16: Interpersonal Violence and Clinical Practice, section on transference and countertransference pp.458-463.</td>
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<td></td>
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<td>o Defensive Functioning Scale, pp. 807-809.</td>
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<td>o Glossary of specific defense mechanisms and coping styles, pp 811-813.</td>
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<tr>
<th>Week 6</th>
<th>10-4-12</th>
<th>Working with Persons with a Depressive Disorder</th>
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<td><strong>Required Readings:</strong></td>
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<td></td>
<td>• O'Hare Text:</td>
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<td>o Ch. 9: Depression, pp. 220-255. (Review sections of chapter that refer to Depression and the Elderly)</td>
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<td>• Brandell Text:</td>
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<td>o Ch. 15: Clinical Practice with Older Adults, pp. 407-434.</td>
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<td>o Ch. 17: Clinical Social Work with Depressed Clients, pp. 484-500. CBT &amp; CMT Treatment</td>
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<td>o Ch. 24: Loss and Mourning, pp. 665-692.</td>
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<td>o Ch. 2: Behavioral and Cognitive Theories pp. 21-40.</td>
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<td>• Oltmanns Text:</td>
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<td></td>
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<td>o Ch. 7: Major Depressive Disorder, pp. 102-116.</td>
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<tr>
<th>Week 7</th>
<th>10-11-12</th>
<th>Working with Anxiety Disorders, (Generalized Anxiety/Panic Disorders, Phobias (e.g., Agoraphobia), Obsessive Compulsive Disorder)</th>
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<tr>
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<td><strong>Required Readings:</strong></td>
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<td>• O’Hare Text:</td>
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<td></td>
<td></td>
<td>o Ch. 7: Panic Disorder with Agoraphobia and Obsessive-Compulsive Disorder, pp. 146-189</td>
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<td>o Ch 12: Anxiety and Depression in Children and Adolescents, pp 351-393.</td>
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<td>• Brandell Text:</td>
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<td>o Ch. 1: Obsessive-Compulsive Disorder, pp. 1-15.</td>
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<td>o Ch. 2: Panic Disorder with Agoraphobia, pp. 17-34.</td>
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<td>o Ch. 4: Social Phobia, pp. 53-67.</td>
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<th>Week 8</th>
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<td>o Ch. 7: Panic Disorder with Agoraphobia and Obsessive-Compulsive Disorder, pp. 146-189</td>
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| Week 9 10-25-12 | Working with Adults and Children who Have Experienced Trauma, Including Terrorism and Disasters  
Assessment Theories Practice Models  
INDIVIDUAL CLIENT ASSIGNMENT: ALL PAPERS DUE TODAY | ➢ **Required Readings:**  
- O’Hare Text:  
  - Ch. 8: Post-traumatic Stress Disorder, pp. 190-219.  
- Brandell Text:  
- Oltmanns Text:  
  - Post-traumatic Stress Disorder: Rape Trauma, pp. 35-51.  
➢ **Links to Articles and Resources**  
- The Trauma Assessment Pathway (TAP) available: www.Chadwickcenter.org (Review) |
| Week 10 11-1-12 | Working with Persons with Serious Mental Illness: Schizophrenia and Bipolar Disorder: Assessment, Theories Practice Models | ➢ **Required Readings:**  
- O’Hare Text:  
  - Ch. 5: Schizophrenia, pp. 65-102.  
- Oltmanns Text:  
  - Ch. 8: Bipolar Mood Disorder, pp. 117-129.  
  - Ch. 10: Schizophrenia, pp. 144-158. |
| Week 11 11-8-12 | NO CLASS SESSION--STUDENTS WORK ON EXAM PREPARATION AND PRESENTATIONS  
Working with Persons with Substance Abuse, Substance Dependent, or Eating Disorders  
Assessment Theories Practice Models | ➢ **Required Readings:**  
- O’Hare Text:  
  - Ch. 6: Substance Abuse and Dependence, pp. 102-145.  
- Brandell Text:  
  - Ch. 19: Social Work Interventions with Alcohol and Other Drug Problems, pp. 525-559.  
- Oltmanns Text:  
  - Ch. 11: Psychotic Disorder (NOS), Substance Dependence, and Violence, pp. 159-172.  
  - Ch. 12: Alcohol Dependence, pp. 173-184.  
➢ **Links to Articles and Resources**  
- Wahab, 2005, Motivational Interviewing and social work practice, pp. 45-60. |
| Week 12 | Working with Persons with Personality Disorders  
          | Assessment  
          | Theories  
          | Practice Models  
          | Review readings on substance abuse |
|---------|--------------------------------------------------|
| 11-15-12 |                                                                                 |
| **Required Readings:** | O’Hare Text:  
                      | o Ch. 10: Personality Disorders, pp. 256-311.  
                      | Oltmanns Text:  
                      | o Ch. 18: Paranoid Personality Disorder, pp. 265-282.  
                      | o Ch 19: Borderline Personality Disorder, pp. 283-296.  
                      | o Ch 20: Antisocial Personality Disorder, pp. 297-308.  

**Links to Articles and Resources**  

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| **Required Readings:** | O’Hare Text:  
                      | o Ch. 13: Conduct disorder and attention deficit hyperactivity disorder in children and adolescents, pp 394-437.  
                      | Brandell Text:  
                      | o Ch. 6: Clinical Social Work with Adolescents, pp. 123 -152.  
                      | Oltmanns Text  
                      | o Ch. 22: Attention-Deficit Hyperactivity Disorder, pp.322-335.  

**Links to Articles and Resources**  

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Appendix A

Implementation of an Intervention with an Individual Client from Field Placement Paper

Revised 2011 by Lucinda Rasmussen, Ph.D., LCSW, Sally Mathiesen, Ph.D., LCSW, and Barbara Ryan, LCSW from Barbara Ryan, LCSW, 2010

This assignment will provide you with the opportunity to utilize a specific intervention or skill with a client in your current field placement. The paper should be 5-6 pages in length. The page lengths listed in each section below are guidelines only. You may divide the 5-6 page limit any way you wish. Do not exceed the 6-page limit for the entire document, excluding abstract. The assignment contains the following components:

1. Discuss the assignment with your Field Instructor. Document this discussion by completing the form provided in this syllabus. The paper will not be accepted if this documentation is not attached at the time the paper is submitted.

2. Select a client from your current field placement.

3. Provide a brief description of your current field placement and your role as an intern. ½ page

4. Describe the following features of your client: ½ page
   a. Characteristics (age, sex, other significant information)
   b. Presenting problem and current baseline functioning of the client. (Why is your client coming for services? What/How is your client doing before you begin the intervention?)
   c. DSM IV diagnosis, if applicable

5. Select a treatment or practice model that you believe will allow your client to achieve his or her desired goals. The model must be evidence based and compatible with the scope of practice of your agency. Describe why you selected this model and how you determined it was evidence based. Identify the theoretical base of the model. ½ page

6. Consistent with the selected treatment model, describe the treatment goals and specific objectives for your client (what you and your client agree to try to accomplish). ½ page

7. From among the categories of skills described in O’Hare (Supportive and Facilitative or Therapeutic Coping; do not select Case Management) select one specific skill and briefly describe the skill. ½ page

8. Implement the intervention with your client. 1 page
   a. Describe what you did during the intervention.
   b. Sufficient detail should be provided in a step-by-step format to allow the instructor to visualize what you did and how the client responded.
9. Describe how you evaluated the outcome of the intervention with your client. **1 page**
   a. What objective measurement did you use?
   b. What was your reaction to using the intervention?
   c. What was the client’s reaction to the intervention?

10. Discussion your repertoire of skills: **1 page**
    a. What did you learn from using the specific intervention or skill?
    b. Would you use this intervention again?
    c. What changes would you make, if any, in implementing it?

**Examples:**
1. The practice model you select is Cognitive Behavioral Therapy (CBT). You believe that Supportive and Facilitative Skills are contained within the CBT model. From among the Supportive and Facilitative Skills category you select the specific intervention or skill of “stimulating motivation” to implement with your client.

2. The practice model you select is Behavioral Therapy (BT). You believe that Therapeutic Coping Skills are contained within the BT model. From among the Therapeutic Coping Skills category you select the specific intervention or skill of “contingency management” to implement with your client.

**Format of Paper** – The paper should be no more than 5-6 pages, 1-inch margins, double spaced, 12-point font and comply with APA format. It should include a title page with running head and an abstract that follows the format for a review article (i.e., purpose of paper, sources of information, brief statement of findings). References must be cited in APA format – both in text and on the reference list, and the reference list and references in text must agree exactly. The paper should be clear, organized and free of grammar or typographical errors.
Appendix B

Implementation of an Intervention with an Individual Client from Field Placement Presentation based on Client Paper

Sally Mathiesen, Ph.D., LCSW, 2011

This assignment will provide you with the opportunity to present the case and intervention described in the client paper (Appendix A). This presentation should be brief (5 minutes minimum - 8 minutes maximum). Because several students will present in each of the appropriate class sessions, the instructor will maintain time limits. The presentation is to be prepared as if you were presenting a client to a multidisciplinary team, and describing a recent intervention or skill.

You should demonstrate your ability to: (a) synthesize relevant information regarding your client into a brief presentation that focuses on clinical application of a specific intervention, your evaluation of its effectiveness for the client, and its utility for the future; and (b) provide a professional and creative presentation.

Please use the following general outline for the presentation:

1. Briefly present relevant background regarding the client, and the treatment/practice model that you chose.

2. As per #8 in Appendix A, describe/demonstrate the specific skill used with the client. Discuss how it was applied and how the client responded.

3. Discuss your evaluation of the intervention:
   a. How did the client benefit? How was change measured or determined?
   b. What did you learn as a practitioner?
   c. Discuss specific changes you would make in the future and why.
Bibliography


