I. Purpose and Description of Course

This course builds on the first year of Generalist Practice (Social Work 630/631) and teaches direct social work practice with individuals at an advanced level, with primary emphasis on assessment, diagnosis, treatment, and evaluation. The theories used in this course provide different models for understanding human behavior, as well as how to create and evaluate planned change. The theoretical models include psychodynamic/developmental, humanistic and cognitive-behavioral approaches. Each model offers knowledge and skills in assessment, diagnosis, and treatment of the individual. All areas of knowledge and skills are taught with attention to issues of cultural diversity and the legal-ethical issues encountered in clinical social work practice. Particular focus is placed on applying principles of evidence-based practice in: (a) selecting interventions that have been shown in prior research to be efficacious and effective, and (b) evaluating the effectiveness of these interventions in achieving planned treatment goals and objectives for individual clients.

SW 744 Course Prerequisites: SW 631, 632

SW 744 Course Co-Requisite for Fall Semester: SW 750, Adv. Field Practicum: Direct Practice Social Work
II. Expected Competencies

At the completion of SW 744, students are expected to achieve the following EPAS competencies:

E.P. 2.1.1

<table>
<thead>
<tr>
<th>E.P. 2.1.1 Identify as a professional social worker and conduct oneself accordingly (Measured by exams, assignments)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF1.a Demonstrate beginning capacity to advocate for client services by utilizing a policy practice framework and negotiating for community based and culturally sensitive programs and services</td>
</tr>
<tr>
<td>CF1.e. Support the purpose and values of the profession through consistent pursuit of learning, and recognize the relationship between career long learning and contributing practice effectiveness</td>
</tr>
<tr>
<td>CF1.f. Utilize supervision/consultation effectively, including the need to augment knowledge, or to mediate conflict arising from personal values and emotions related to practice and professional contexts.</td>
</tr>
<tr>
<td>CF1.g. Demonstrate capacity to perceive the diverse viewpoints of clients, community members, and other cases of value conflicts by applying professional practice principles</td>
</tr>
<tr>
<td>CF1.h. Demonstrate knowledge of ethical decision making methods and the capacity to apply these in practice</td>
</tr>
</tbody>
</table>

Advanced:

CA2.1. Able to articulate the roles of a professional child welfare social worker and consistently demonstrate effective self-management, interpersonal interaction, service advocacy, and continuing professional development within those roles

CP 1.1. --Interact positively with clients colleagues and supervisors and demonstrate skill in seeking out suitable client services and ensuing client access to those services.

CP 1.2 --Maintain professional demeanor and boundaries in practice situations demonstrate skill in articulating professional knowledge and effective use of self, and utilize appropriate resources to ensure professional growth.

CP 1.3-- Skillfully identifies and applies ethical principles in making child welfare practice decisions and to articulate their application to routine and challenging ethical contexts.

2.1.2

<table>
<thead>
<tr>
<th>E.P. 2.1.2 Apply social work ethical principles to guide professional practice (Measured by exams, assignments)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF2.a. Demonstrate awareness of personal values and bias and manages such bias to engage in practice consistent with professional ethics and values</td>
</tr>
<tr>
<td>CF2.b. Understanding the professional value base and apply the NASW Code of Ethics and other applicable codes of ethics in creating plans and making decisions that affect children, youth, adults, families, and communities</td>
</tr>
<tr>
<td>CF2.c. Demonstrate the capacity to perceive the diverse viewpoints of clients, community members, and others in cases of value conflict and the ability to resolve these conflicts by applying professional practice principles</td>
</tr>
<tr>
<td>CF2.d. Demonstrate knowledge of ethical decision making methods and the capacity to apply these in practice, policy, advocacy, and research.</td>
</tr>
</tbody>
</table>

Advanced:

CP 2.1-- Skillfully identify and apply ethical principles in making child welfare practice decisions and articulate their application in routine and challenging ethical contexts.
### 2.1.3

<table>
<thead>
<tr>
<th>E.P. 2.1.3 Apply critical thinking to inform and communicate professional judgments (Measured by exams, assignments)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF 3.a. Demonstrate the ability critically to appraise, integrate and apply evidence-based knowledge and practice principles, as well as client and other knowledge, in conducting and communicating ethically competent assessments and interventions</td>
</tr>
<tr>
<td>CF3.b. Demonstrate the capacity to monitor and analyze the gathering, assessment and evaluation of information to inform practice model design and use, including assessment intervention and evaluation</td>
</tr>
<tr>
<td>CF3.c. Understand and apply the principle that all oral and written communication must conform to audience needs and adhere to professional standards</td>
</tr>
</tbody>
</table>

**Advanced:**
- CP 3.1—Routinely exercise critical, higher order thinking in evaluating child welfare data and proactively seek additional data as required to make reasoned professional decisions.
- CP 3.2—Consistently communicates information, including professional knowledge and judgments, clearly promptly, effectively and in a manner appropriate to diverse recipients.

### 2.1.4

<table>
<thead>
<tr>
<th>E.P. 2.1.4 Engage diversity and difference in practice (Measured by exams, assignments)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF4.a. Demonstrate knowledge of historical legal, socioeconomic and psychological forms of oppression and ability to develop culturally sensitive interventions within that understanding</td>
</tr>
<tr>
<td>CF 4.b. Recognize how institutional racism power and dynamics affect workplace culture and climate in practice</td>
</tr>
<tr>
<td>CF4.c. Demonstrate self-awareness of bias including knowledge of and capacity to manage power differences, when assessing and working with diverse populations</td>
</tr>
<tr>
<td>CF 4.d. Demonstrate ability to understand and communicate the effects of individual variation in the human developmental process and its importance to the shaping of life experiences within diverse group</td>
</tr>
<tr>
<td>C4.e. Demonstrate capacity to learn from the consult/collaborate with others and to engage constituents/consumers within the helping process</td>
</tr>
</tbody>
</table>

**Advanced:**
- CA 4.1—in providing effective child welfare practice, consistently demonstrates and articulates both accurate awareness of self and knowledge of societal variables contributing to power imbalances and interpersonal and intercultural conflict among individuals, families, and groups, organizations, and communities |
- CP 4.2—Consistently demonstrate skill of learning from client systems and from diverse cultures, being informed by such differences, and applying the knowledge to child welfare practice

### 2.1.5

<table>
<thead>
<tr>
<th>E.P. 2.1.5 — Advance human rights and social economic justice (Measured by exams, assignments)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced:</td>
</tr>
<tr>
<td>CA 5.1—Utilize knowledge of human behavior, variables that contribute to injustice, and advocacy theory to provide leadership in applying social work skills to promote social and economic justice at the micro, mezzo, and macro levels in child welfare</td>
</tr>
<tr>
<td>Engage in policy practice to improve social and economic justice in child welfare</td>
</tr>
</tbody>
</table>
### 2.1.7

**E.P.2.1.7 Apply knowledge of human behavior in the social environment**  
(Measured by exams, assignments)

<table>
<thead>
<tr>
<th>CF7.a.</th>
<th>Demonstrate beginning ability to apply conceptual behavior frameworks to social environments involved in assessment, intervention and evaluation</th>
</tr>
</thead>
</table>

**E.P.2.1.7 Apply knowledge of human behavior in the social environment**  
**Advanced:**
Integrate knowledge and theory of human behavior and the social environment from diverse perspectives to conduct reliable and valid assessments, comprehensive service plans, effective interventions, and meaningful evaluations in child welfare.

| CP 7.1—In evaluation of child welfare practice, demonstrate the ability to apply human behavior and the social environment from diverse perspectives |
|---|---|

### 2.1.10

**EP 2.1.10 Assessment**  
(Measured by exams, assignments)

<table>
<thead>
<tr>
<th>CF 10(a).b.</th>
<th>Demonstrate the ability to work with individuals, families, and groups to identify and work towards accomplishments of shared goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF10(b).a Demonstrate the ability to effectively engage with diverse individuals to gather, analyze, and interpret consumer/client information in a coherent objective manner</td>
<td></td>
</tr>
<tr>
<td>CF10(b).b.</td>
<td>Demonstrate capacity to conduct a comprehensive, collaborative, unbiased assessment that follows legal and ethnic guidelines and identify strengths and needs</td>
</tr>
<tr>
<td>CF10(b).c.</td>
<td>Demonstrate ability to involve individuals, family members, and community service providers to develop coordinated intervention</td>
</tr>
<tr>
<td>CF10(b).d.</td>
<td>Demonstrate ability to critically determine the most appropriate intervention strategies to implement a plan</td>
</tr>
</tbody>
</table>

**EP 2.1.10 Engagement/Assessment**

**Advanced:**
Demonstrate the ability to develop relationships and manage power differentials in routine and challenging client and partner situations, in a manner that reflects core social work values in child welfare practice.

| CP 10 (a). | Skillfully and respectfully establish working relationships with clients and community partners in accord with social work values, and utilize those relationships in forging goals and positive outcomes |

**EP 2.1.10 (b) Assessment**

**Advanced:**
CA 10 (b) 1.1. Consistently gather qualitative and quantitative data from a variety of sources, form coherent meaning from the data, and use the resulting information to make recommendations and to plan interventions that meet the standards for child welfare practice

| Create service plans that demonstrate data collection and assessment methods reflecting goal mutually and respect for clients from diverse backgrounds |

**EP 2.1.10 (c) Intervention**

<table>
<thead>
<tr>
<th>CF10(c).a.</th>
<th>Demonstrate beginning ability to initiate efforts consistent with service and organizational goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF10(c).b.</td>
<td>Demonstrate capacity to identify and utilize preventative measures that enhance individual client’s strengths and protective factors</td>
</tr>
<tr>
<td>CF 10(c).c.</td>
<td>Demonstrate capacity and skills to identify and prioritize challenges and to foster solutions that call on client/consumers’ existing strengths</td>
</tr>
<tr>
<td>CF10(c).d.</td>
<td>Demonstrate the capacity and skills to undertake the role of client advocate in negotiating for needed policies, resources, and services</td>
</tr>
<tr>
<td>CF10(c).e.</td>
<td>Recognize the importance of understanding the transition and termination processes and</td>
</tr>
</tbody>
</table>

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SW 744 Fall 2013 – M.W. Siegel, LCSW
| **demonstrate the capacity to sensitively terminate work** |
| CP 10 (c).1.1 Shape child welfare interventions that demonstrate effective balance of multiple social work roles and phases of service that recognize client strengths and self-determination. |

**EP 2.1.10 (c) Intervention**
**Advanced:**
CA 10 (c).1.1.—Comfortably move among the roles of a social worker in child welfare and intervene effectively in those roles including enhancing client strengths, acting as a client advocate, and skillfully handling transitions and termination.

**EP 2.1.10 (d) Evaluation**
**Advanced:**
CA 10 (d).1. — Consistently employ reliable and valid methods for monitoring and evaluating practice interventions and use the results to improve child welfare policy and practice.

| CP 10 (d).1. Regularly engage in practice evaluation using reliable and valid methods, and apply the results to benefit child welfare clients and positive outcomes |

### III. 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.
**Internet Resources:**

Important clinical practice resources on the Internet include:

California Board of Behavioral Sciences Website: Available at: [http://www.bbs.ca.gov/](http://www.bbs.ca.gov/)

California Legislation at: [www.leginfo.ca.gov](http://www.leginfo.ca.gov)


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

**Additional Resources**


**Required Resources to Review on Plagiarism:**

**SDSU Resources**

SDSU Plagiarism: The crime of intellectual property by SDSU librarian Pamela Jackson
[http://infotutor.sdsu.edu/plagiarism/index.cfm](http://infotutor.sdsu.edu/plagiarism/index.cfm)

Academic Senate - University Academic Policies on Cheating and Plagiarism
[http://senate.sdsu.edu/policy/pfacademics.html](http://senate.sdsu.edu/policy/pfacademics.html)

Center for Student Rights and Responsibilities - Reporting a case of suspected plagiarism to Judicial Procedures Office
[http://www.sa.sdsu.edu/srr/complaint1.html](http://www.sa.sdsu.edu/srr/complaint1.html)

**External Resources**

Plagiarism: How to avoid it

Cyberplagiarism: Detection and Prevention from Penn State. Wholesale Copying, Cut & Paste, Inappropriate Paraphrase, Citation Guidelines, Practice Exercise
[http://tlt.its.psu.edu/suggestions/cyberplag/cyberplagexamples.html](http://tlt.its.psu.edu/suggestions/cyberplag/cyberplagexamples.html)

**IV. Required Assignments**

**Assignment 1 – Exam Number 1 (30% of Final Grade)**

A multiple choice Exam will be given during **Week 8: October 14, 2013**. 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 Advanced Field Placement – Paper Assignment (20% of final grade) See Appendix A.

This assignment is due Week 13: November 18, 2013. 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.

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 to review and discuss the required assignment(s).

Assignment 3: Implementation of an Intervention with an Individual Client from Advanced Field Placement - Presentation based on Client Paper (15% of grade) See Appendix B.

This assignment which will take place on October 28th, November 4th, November 18th, November 25th, and December 9th will allow you to make a presentation to your peers, reflecting the experience you had and the knowledge you gained in working on assignment #2. Presentations will be scheduled based on the date you “draw”. Six-seven students will present on one of the dates listed.

Assignment 4: Exam Number 2: A 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 Week 15: December 2, 2013. 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.

V. 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. (Refer to the School of Social Work website for a copy of the Graduate Student Handbook: http://socialwork.sdsu.edu/student-resources/references/msw-handbook/)

The following grading scale will be utilized:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-95</td>
</tr>
<tr>
<td>A-</td>
<td>94-90</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
</tr>
<tr>
<td>B</td>
<td>86-83</td>
</tr>
<tr>
<td>B-</td>
<td>82-80</td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
</tr>
<tr>
<td>C</td>
<td>76-73</td>
</tr>
<tr>
<td>C-</td>
<td>72-70</td>
</tr>
<tr>
<td>D</td>
<td>66-63</td>
</tr>
<tr>
<td>D-</td>
<td>62-60</td>
</tr>
<tr>
<td>F</td>
<td>59 or less</td>
</tr>
</tbody>
</table>

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.)
Assignments will be needed to be completed in a timely fashion. No assignments will be accepted after the due date, unless otherwise negotiated prior to the due date. Extensions for assignments are generally not given, except at the instructor’s discretion for extenuating emergency circumstances. Please refer to assignment policies located later in this syllabus.

**Grades will be determined 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.

**NOTE:** Completion of all components of the assignment would result in a grade of B. As per the guidelines above: “A grade of “B” is given to student work that meets the basic requirements of the assignment. It denotes that the student has done satisfactory work on the assignment and meets the basic expectations of the course.”

*Incomplete Grade.* On rare occasions (e.g., severe illness, family emergency), an “incomplete” grade 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.

The final grade will be based on the student’s performance on the required assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Final Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Exam #1</td>
<td>30%</td>
<td>10-14-13</td>
</tr>
<tr>
<td>2 - Intervention Paper Due</td>
<td>20%</td>
<td>11-18-13</td>
</tr>
<tr>
<td>3 - Intervention Presentation</td>
<td>15%</td>
<td>10-28-13, 11-4-13, 11-18-13, 11-25-13, 12-9-13</td>
</tr>
<tr>
<td>4 - Exam #2</td>
<td>35%</td>
<td>12-2-13</td>
</tr>
</tbody>
</table>

100%
VI. Teaching Methods and Class Policies

A. Teaching Methods
   Course objectives will be achieved through conceptual and experiential means. Methods of teaching will include lectures, class discussion of required readings, discussion groups, videotapes, written assignments, possibly guest speakers, and experiential exercises focused on clinical skill development (e.g., role-plays, case presentations, values clarification exercises, assessment skills worksheets). Although the primary responsibility for introducing, organizing, and explaining course content rests with the instructor, it is expected that students will take responsibility for their own learning, incorporate critical thinking skills, show professional respect to the instructor and to each other, and help create a classroom atmosphere that facilitates the teaching/learning process.

B. Class Policies

1. NASW Code of Ethics and Class Norms:
   The NASW Code of Ethics is an academic standard at the SDSU School of Social Work. Students are expected to maintain a high standard of professionalism and to follow all the principles of the NASW Code of Ethics (NASW, 1996, Revised 2008). The Code of Ethics specifies that social workers should be “continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them” (NASW, 1996, Revised 2008 Ethical Principles). Adherence to the Code of Ethics includes placing clients’ interests in highest priority, maintaining client confidentiality, demonstrating appropriate professional boundaries, treating one’s colleagues with respect, and maintaining standards of honesty and integrity. Please refer and review the NASW Code of Ethics, located at http://www.socialworkers.org/pubs/code/default.asp for its ethical principles.

   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.

   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”).

2. Participation/Classroom Etiquette:
   Class participation means to be actively engaged in the learning process and demonstrate professionalism. This includes demonstrating interest in class discussions, refraining from doing other work in class, passing notes, or engaging in side conversations. I encourage you to contribute comments, ask questions, and be an active participant in your education. Please respect the contributions or others.

   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 advanced 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.
**Cell Phone, Social Media Free Zone:** There will be no use of cell phones, or social media on laptops, tablets, etc. during class time as these may create distractions to the student’s learning experiences and process. Thus social media time, e.g., reading emails, texting, tweeting,instagrams, etc. are not allowed in class. The Instructor reserves the right to request students to remove electronic devices if or when distractions occur.

3. **Academic Honesty and Integrity:**

   Students are required to adhere to the guidelines set forth in the Graduate Bulletin (see Regulations of the Division of Graduate Affairs).

   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) falsifying 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” (Lindley, 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.

   **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 assignment, failing the class, or being expelled from the University. Please refer to the Bulletin of the Graduate Division.

4. Attendance / Absences:
Attendance is expected. Adult learning requires diligent study of assigned readings, active participation in class discussions and attendance. Students are expected to come to class on time and stay for the entire class session. Note, attendance may be taken at the beginning of class and again after the break. Absences and partial class attendance can significantly interfere with students’ ability to meet course objectives and may impact the student grade. The instructor will excuse absences resulting from verified unforeseen circumstances (e.g., illness, family emergency, etc.). Vacations and other out of town activities will not be considered to be excused absences. Also, the student’s field practicum experience should not conflict with class time (in accordance with SSW policy).
As a professional, via their Blackboard email, 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. When students miss class, they shall 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).

5. Religious Observances:
Please notify the instructor within the first two weeks of the semester if your religious observances conflict with class or due dates so appropriate arrangements can be made.

6. Academic Accommodations / 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 academic 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 academic accommodations (e.g., extended time for taking exams, etc.), it is the student’s responsibility to inform the instructor. He/she should meet with the instructor and provide the necessary paperwork from SDS for academic accommodations.

7. Course Assignments:
Exams: Exams must be taken on the dates they are scheduled. If illness or other extenuating circumstances prevent students from taking an exam on the scheduled date, they should contact the instructor to discuss the reasons preventing them from taking the exam. The instructor will then negotiate another time for the student to take the exam.

Policy on late assignments. The instructor expects that students will turn in the written assignments by the due dates specified in the Course Outline. Students should contact the instructor immediately (by phone or email) if unforeseen circumstances (e.g., severe illness, family emergency) prevent completion of work by the due date. If the emergency is verifiable, and the instructor agrees that it justifiably prevented student from completing the assignment, the student may negotiate an extended time frame for completing the work. Late papers will not be accepted if the student has failed to contact the instructor prior to the due date. If
the paper is late for any reason other than a verifiable emergency, but has been discussed with the instructor prior to the due date, the grade for the student will be reduced by two grade levels (e.g., from A to B+), and a new due date will be established. The penalty for lateness will be increased to one full letter grade (three grade levels - e.g., from A to B) if the student still fails to turn in the assignment by the extended due date. The instructor may choose not to accept a paper that is more than 2 weeks late, and the student would then receive a zero for the assignment.

8. Policies on Communication:

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.

Blackboard: Materials for this course, including Lecture PowerPoint slides and Grades will be posted on Blackboard. 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.

Office hours. The instructor will maintain office hours as listed on the heading of this syllabus, and is available at other times by appointment. Students are encouraged to use the office hours to discuss questions related to the assigned readings or required assignments. 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 (preferred mode of communication is Bb email). Please see contact information on the heading of this syllabus.
VII. Organization of Course

The Course Outline is subject to changes by the instructor throughout the semester. Note that all readings will not be covered in class. Students are responsible for ALL assigned readings, regardless of whether they are discussed in class.

**Week 1: 8/26/13**

Topics:
Introduction and Overview of Course SW 744
Clinical Assessments: Review of Concepts and Topics from Foundation Year (630/631) - Assessment and Skills Systems Theory - review

Required Readings:
SW 744 Syllabus, Section 1 – Siegel
Brandell Text:
Chapter 1: Systems Theory

**Week 2: 9/2/13 – Holiday; Labor Day – No Classes**

**Week 3: 9/9/13**

Topics:
Assessment, Diagnosis, and Systems theory continued
Multidimensional Functional Assessments and Cross-Cultural Assessments
Mental Status Exam
DSM IV-TR - overview
Legal and Ethical Issues in Clinical Practice

**Required Readings:**
Brandell Text:
Chapter 25: Cross-Cultural Clinical Social Work Practice

DSM IV-TR:
- 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.

Download for course

California Legislation (CA Laws): [www.leginfo.ca.gov](http://www.leginfo.ca.gov)
  Privileged Communication: CA Evidence Code 1010-1027
Download the above for course
### Week 4: 9/16/13

**Topics:**
Evidence-based Practice, Treatment Planning and Evaluation

**Required Readings:**
- **Brandell Text:**
  - Chapter 4: Neurobiology and Clinical Social Work
- **O’Hare Text:**
  - Chapter 1: Definition, processes, and principles
  - Chapter 3: Selecting and implementing interventions
  - Chapter 4: Evaluating interventions and programs

**Recommended Websites:**
- California Board of Behavioral Sciences: [www.bbs.ca.gov](http://www.bbs.ca.gov)

### Week 5: 9/23/13

**Topics:**
Psychoanalytic and Psychodynamic Theories and Practice Models
Psychoanalytic, Ego Psychology, Object relations, Self Psychology
Defense Mechanisms

**Required Readings:**
- **Brandell Text:**
  - Chapter 3: Psychoanalytic Theory
  - Chapter 9: Psychoanalytic Psychotherapy with Adults
  - Chapter 16: Interpersonal Violence and Clinical Practice, section on transference and countertransference, pp. 458-463.

### Week 6: 9/30/13

**Topics:**
Depression
Persons with Dementia and Terminal Illnesses
Older Adults with Alzheimer’s, Other Dementia, and/or Other Types of Terminal Illness

Cognitive Behavioral Therapy
Interpersonal Therapy
Control Mastery Therapy
Medication

**Required Readings:**
- **Brandell Text:**
  - Chapter 2: Behavioral and Cognitive Theories
Chapter 17: Clinical Social Work with Depressed Clients
Chapter 15: Clinical Practice with Older Adults
Chapter 24: Loss and Mourning

O’Hare Text:
  Chapter 9: Depression (review sections of chapter that refer to Depression and the Elderly)

Oltmanns et al. Text:
  Chapter 7: Major Depressive Disorder

Recommended:

Week 7: 10/7/13
Topics:
Anxiety Disorders (Generalized Anxiety / Panic Disorders / Phobias)
Obsessive Compulsive Disorder

Required Readings:
Brandell Text:
  Chapter 8: CBT with Adults

O’Hare Text:
  Chapter 7: Panic Disorder with Agoraphobia and Obsessive-Compulsive Disorder
  Chapter 12: Anxiety and Depression in Children and Adolescents

Oltmanns et al. Text:
  Chapter 1: Obsessive-Compulsive Disorder
  Chapter 2: Panic Disorder with Agoraphobia
  Chapter 4: Social Phobia

Week 8: 10/14/13
Exam #1

Topics:
Compassion Fatigue

Recommended
**Week 9: 10/21/13**

**Topics:**
- Persons with Serious Mental Illness – Schizophrenia
- Bipolar Disorder
- Coping Skills and Cognitive Behavioral Approaches
- Psychoeducation and Behavior Therapy with families
- Case Management

**Required Readings:**
- O’Hare Text:
  - Chapter 5: Schizophrenia

- Oltmanns et al. Text:
  - Chapter 7: Bipolar Mood Disorder
  - Chapter 10: Schizophrenia: Paranoid Type

**Week 10: 10/28/13**

**Topics:**
- Theories and Practice Models
- Addictive Issues
- Eating Disorders
- Substance Abuse/Substance Dependent

**Presentations made by students in Group A**

**Guest Speaker**

**Required Readings:**
- Brandell Text:
  - Chapter 19: Social Work Interventions with Alcohol and Other Drug Problems

- O’Hare Text:
  - Chapter 6: Substance Abuse and Dependence

- Oltmanns et al. Text:
  - Chapter 16: Eating Disorder: Anorexia Nervosa
  - Chapter 17: Eating Disorder: Bulimia Nervosa
  - Chapter 11: Psychotic Disorder (NOS), Substance Dependence, and Violence
  - Chapter 12: Alcohol Dependence

**Recommended:**
- Wahab, 2005, Motivational Interviewing and social work practice, pp. 45-60. [http://jsw.sagepub.com.libproxy.sdsu.edu/content/5/1/45.full.pdf+html](http://jsw.sagepub.com.libproxy.sdsu.edu/content/5/1/45.full.pdf+html)
**Week 11: 11/4/13**

**Topics:** Theories and Practice Models  
Working with Children and Adolescents  
Conduct Disorder  
Oppositional Defiant Disorder  
Autism  
Attention Deficit Hyperactivity Disorder

**Guest Speaker**

**Presentations made by students in Group B**

**Required Readings:**
Brandell Text:  
Ch. 6: Clinical Social Work with Adolescents, pp. 123 -145.

O’Hare Text:  
Ch. 13: Conduct disorder and attention deficit hyperactivity disorder in children and adolescents, pp. 394-430.

Oltmanns Text  
Ch. 21: Autistic Disorder  
Ch. 22: Attention-Deficit Hyperactivity Disorder  
Ch. 23: Oppositional Defiant Disorder

**Week 12: 11/11/13 – Holiday; Veteran’s Day Observed – No Classes**

**Week 13: 11/18/13**

**Topics:** Theories and Practice Models  
Personality Disorders

**Presentations made by students in Group C**

**Intervention Paper Due**

**Required Readings:**
O’Hare Text:  
Chapter 10: Personality Disorders

Oltmanns et al. Text:  
Chapter 18: Paranoid Personality Disorder  
Chapter 19: Borderline Personality Disorder  
Chapter 20: Antisocial Personality Disorder

**Recommended:**
http://web.ebscohost.com.libproxy.sdsu.edu/ehost/pdfviewer/pdfviewer?sid=d6800128-d4ae-4564-a0f3-bc63b0464c76%40sessionmgr113&vid=8&hid=127
http://web.ebscohost.com.libproxy.sdsu.edu/ehost/pdfviewer/pdfviewer?sid=d6800128-d4ae-4564-a0f3-bc63b0464c76%40sessionmgr113&vid=8&hid=127

http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2963469/

o Guthrie, 2006, Adolescent Borderline Personality Disorder and Dialectical Behavior Therapy, pp. 35-43.  
http://www.luc.edu/socialwork/praxis/pdfs/vol6_4.pdf

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**Week 14: 11/25/13**

**Presentations made by students in Group D**

**Topics:**
Working with Adults and Children who have Experienced Trauma  
Terrorism and Disasters

**Required Readings:**
Brandell Text:  
Ch. 13: The Challenge of clinical social work with survivors of trauma

O’Hare Text:  
Chapter 8: Post-traumatic stress disorder

Oltmanns et al. Text:  
Chapter 3: Post-traumatic Stress Disorder: Rape Trauma

➢ **Articles and Resources available through the Internet or the SDSU Library:**

The Trauma Assessment Pathway (TAP) available: [www.Chadwickcenter.org](http://www.Chadwickcenter.org) (Review)  

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**Week 15: 12/2/13**

Exam #2

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**Week 16: 12/9/13**

**Presentations made by students in Group E**

Exam Review

Course Wrap-up

*Congratulations on completing SW 744!*
Appendix A – Paper Assignment

Implementation of an Intervention with an Individual Client from Field Placement

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. **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. **Your 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, race, sexual orientation, any diversity issues, other significant information).
   b. Discuss any significant cultural or ethnic issues that are relevant to the client’s treatment.
   c. 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?)
   d. DSM IV diagnosis, if applicable

5. High Risk/Ethical and Legal issues
   a. Discuss any high risk, ethical, and/or legal issues that you anticipate encountering in working with the client.
   b. Discuss a plan for addressing each of these issues.

6. 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**

7. 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**

8. 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**
9. 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.

10. 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?

11. 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.
Documentation that Paper Assignment was Discussed with Field Instructor

(Student) ______________________________ has discussed the requirements of this paper with me, including the selection of a specific intervention that will be implemented with a client of the agency.

Field Instructor - Name Printed ________________________ Field Instructor Signature __________________________ Date ____________

Student - Name Printed ___________________________ Student Signature __________________________ Date ____________
Appendix B – Presentation based on Client Paper Assignment

Implementation of an Intervention with an Individual Client from Field Placement

(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 - 7 minutes maximum). Because several students will present in each of the scheduled 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 will be graded on your ability to synthesize relevant information regarding your client into a presentation that focuses on clinical application of a specific intervention, your evaluation of its effectiveness for the client, and its utility for the future.

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


