SDSU SCHOOL OF SOCIAL WORK - SUPPLEMENTAL SYLLABUS

Social Work 744: Advanced Seminar in Direct Practice with Individuals
Fall Semester 2014
Section 3, #23385-- Thursdays 8:00 – 10:40 HH 134

Sally G. Mathiesen, Ph.D., LCSW, Professor

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<tr>
<th>Office: HH111</th>
<th>Office Hours:</th>
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<td>Other times by appointment</td>
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<tr>
<td>Phone: 619-594-0790</td>
<td>Email: <a href="mailto:smathiesen@sbcglobal.net">smathiesen@sbcglobal.net</a></td>
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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 6/2014 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. Expected Competencies

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

1. **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>
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<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>
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<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>
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<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>
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<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>
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<tr>
<td>CF1.h. Demonstrate knowledge of ethical decision making methods and the capacity to apply these in practice</td>
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**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>
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<tr>
<th>E.P. 2.1.2 Apply social work ethical principles to guide professional practice ((Measured by exams, assignments)</th>
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<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>
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<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>
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<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>
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<tr>
<td>CF2.d. Demonstrate knowledge of ethical decision making methods and the capacity to apply these in</td>
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</table>
### E.P. 2.1.2 Apply social work ethical principles to guide professional practice

**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

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<tr>
<th>E.P. 2.1.3 Apply critical thinking to inform and communicate professional judgments ((Measured by exams, assignments))</th>
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<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>
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<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>
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<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>
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**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 communicate information, including professional knowledge and judgments, clearly promptly, effectively and in a manner appropriate to diverse recipients.

### 2.1.4

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<tr>
<th>E.P. 2.1.4 Engage diversity and difference in practice ((Measured by exams, assignments))</th>
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<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>
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<td>CF 4.b. Recognize how institutional racism power and dynamics affect workplace culture and climate in practice</td>
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<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>
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<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>
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<tr>
<td>CF4.e. Demonstrate capacity to learn from the consult/collaborate with others and to engage constituents/consumers within the helping process</td>
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**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

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<tr>
<th>E.P. 2.1.5 – Advance human rights and social economic justice (Measured by exams, assignments)</th>
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<tr>
<td><strong>Advanced:</strong></td>
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<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>
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Engage in policy practice to improve social and economic justice in child welfare
### E.P.2.1.7 Apply knowledge of human behavior in the social environment (Measured by exams, assignments)

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

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<th>EP 2.1.10 Assessment (Measured by exams, assignments)</th>
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| CF 10(a).b | Demonstrate the ability to work with individuals, families, and groups to identify and work towards accomplishments of shared goals |
| 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 |
| CF10(b).b | Demonstrate capacity to conduct a comprehensive, collaborative, unbiased assessment that follows legal and ethnic guidelines and identify strengths and needs |
| CF10(b).c | Demonstrate ability to involve individuals, family members, and community service providers to develop coordinated intervention |
| CF10(b).d | Demonstrate ability to critically determine the most appropriate intervention strategies to implement a plan |

**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).1 | 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

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

III. Texts and Readings:

Required Texts:


Oltmanns, T.F., Martin, M.T., Neale, J.M., & Davison, G.C. (2014). Case studies in abnormal psychology (10th ed.). Danvers, MA: John Wiley & Sons, Inc. (NOTE: This will be available in October)

Recommended Texts:


Additional Required Reading Materials

Articles

Other articles and resources are available through 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 (DSM-V; American Psychiatric Association, 2013). A working knowledge of the DSM 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 diagnosis. A copy of the DSM is available at the Love Library on reserve.

Internet Resources:

Important clinical practice resources on the Internet include:


IV. Required Assignments

Assignment 1 – Midterm Exam: (35% of Final Grade)
A multiple-choice exam will be given October 16, 2014. 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: Clinical Vignette Exam: (40% 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 20, 2014. The Clinical Vignette Exam will cover course content on practice theories and models, and the various DSM 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.


All papers are due on October 30. All evaluation sheets are due on November 6.
This assignment will include a brief (5-6 pages) written paper that will be reviewed with a partner—another student in the class. All papers will be due and exchanged with the partner on October 30, 2014. Bring a printed copy of your paper for your partner and for the professor.

Each student will have one week to review and complete an evaluation sheet for their student partner. All evaluation sheets will be due on November 6. During the last half of class on November 6 and November 13 each partner will have the opportunity to discuss the results of their review of their partner’s work. Students are not to share the results of their review until the appointed time in class. All those designated as Partner A will have their paper discussed with their partner on November 6, and all those designated as Partner B will have their paper discussed in the same way on November 13. The evaluation sheet submitted to the instructor that will summarize feedback to their partner will be the basis for the grade for this assignment.

The Brief Paper: (Due 10-30-2014)
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.
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. (See the School of Social Work website for a copy of the Graduate Student Handbook: http://www-rohan.sdsu.edu/~Esocwork/grad_handbook/).

The following grading scale will be utilized:

\[
\begin{align*}
A &= 100-95 \\
A- &= 94-90 \\
B+ &= 89-87 \\
B &= 86-83 \\
B- &= 82-80 \\
C+ &= 79-77 \\
C &= 76-73 \\
C- &= 72-70 \\
D+ &= 69-67 \\
D &= 66-63 \\
D- &= 62-60 \\
F &= 59 \text{ or less}
\end{align*}
\]

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>35%</td>
<td>10-16-14</td>
</tr>
<tr>
<td>#2 Clinical Vignette Exam</td>
<td>40%</td>
<td>11-20-14</td>
</tr>
<tr>
<td>#3 Intervention Paper Due</td>
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<td>10-30-14</td>
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<tr>
<td>Evaluation Sheet</td>
<td>25%</td>
<td>11-6-14</td>
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<td><strong>100%</strong></td>
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VI. 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 confidentiality of their classmates by keeping confidential any private information disclosed in class, except for when such information qualifies as a limitation of confidentiality.

3. Confidentiality of colleagues / Limitations to confidentiality. Information disclosed in a classroom is subject to the same limitations as in social work practice (i.e., harm to self or others, evidence of child/elder abuse/neglect). If students encounter a situation involving the impairment of a classmate, they should follow these guidelines established by the NASW Code of Ethics.

4. Respect for colleagues. Students can 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) 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”(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 assignment, failing the class, or being expelled from the University. Please see Bulletin of the Graduate Division. A student who is found cheating or plagiarizing will be asked to meet with the Graduate Advisor to determine the consequences to be implemented.

### C. Policies Related to Required Assignments

1. **Exams:** The **Midterm Exam** will be given on **10-16-14** and the **Clinical Vignette Exam** will be given on **11-20-14**. 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/](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.

VII. **Organization of the Course**

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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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td><strong>Introduction and Overview of Course; Review of Concepts and Topics from SW 631</strong></td>
<td>➢ New Required Readings:</td>
</tr>
<tr>
<td>8-28</td>
<td></td>
<td>• SW 744 Syllabus</td>
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<td></td>
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<td>➢ Review Readings:</td>
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<td></td>
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<td>• Hepworth et al. (2006):</td>
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<td></td>
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<td>o Ch 8: Multi-dimensional assessment.</td>
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<td>o Ch. 9: Assessing intrapersonal &amp; environmental systems.</td>
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<td>• Boyle et al. (2006):</td>
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<td></td>
<td></td>
<td>o Ch 2: Theoretical perspectives on direct practice, pp. 29-65.</td>
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<td>➢ Links to Articles and Resources:</td>
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<td>• NASW (Revised 1999), Code of Ethics, Available from:</td>
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<td><a href="http://www.socialworkers.org/pubs/code/default.asp">http://www.socialworkers.org/pubs/code/default.asp</a></td>
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<tr>
<td>Week 2</td>
<td><strong>Systems Theory; Compassion Fatigue</strong></td>
<td>➢ New Required Readings:</td>
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<tr>
<td>9-4</td>
<td></td>
<td>• Brandell Text:</td>
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<td>o Cross-Cultural Clinical Social Work Practice</td>
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<td>➢ Links to Articles and Resources:</td>
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<td>Date</td>
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<td>Readings/Assignments</td>
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| Week 3 9-11 | Assessment and Diagnosis, Mental Status Exam, DSM-V Diagnosis, High Risk Issues and Legal Reporting, Evidence-based Practice and Evaluation | Required Readings:  
• O’Hare Text:  
  o Ch. 1: Definition, processes, and principles, pp. 3-13.  
• Brandell Text:  
  o Ch. 4: Neurobiology and Clinical Social Work, pp. 84-102.  
• DSM-5(2013):  
  o Introduction, pp. 5-17  
  o Use of the manual, pp. 19-24  
  o Classification, pp. xiii-xxxix  
  o Cultural formulation, pp. 749-759  
  o Highlights of changes from DSM-IV to DSM-5, pp. 809-816  

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/  

Week 4 9-18 | Treatment Planning and Evaluation, Evidence-based Practice Models | Required Readings:  
• O’Hare Text:  
  o Ch. 3: Selecting and implementing interventions, pp. 28-45.  
  o 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)
| Week 5 9-25 | Psychoanalytic and Psychodynamic Theory and Practice Models | **Required Readings:**  
- Brandell Text:  
  - Ch. 3: Psychoanalytic Theory, pp. 42-78.  
  - Ch. 9: Psychoanalytic Psychotherapy with Adults, pp. 221-269.  
  - Interpersonal Violence and Clinical Practice, section on transference and countertransference (PPTs will be provided). |
| Week 6 10-2 | Working with Persons with a Depressive Disorder  
Working with Persons with Dementia and Terminal Illnesses; Older Adults with Alzheimer’s, Other Dementia, or Other Types of Terminal Illness  
Assessment Theories Practice Models | **Required Readings:**  
- O’Hare Text:  
  - Ch. 9: Depression, pp. 220-255. (Review sections of chapter that refer to Depression and the Elderly)  
- Brandell Text:  
  - Clinical Social Work with Depressed Clients: CBT & CMT Treatment (PPTs will be provided)  
  - Ch. 16: Loss and Mourning, pp. 465-491.  
  - Ch. 2: Behavioral and Cognitive Theories pp. 21-38.  
- Oltmanns Text:  
  - Major Depressive Disorder  
**Links to Articles and Resources**  
| Week 7 10-9 | Working with Anxiety Disorders, (Generalized Anxiety/Panic Disorders, Phobias (e.g., Agoraphobia), Obsessive Compulsive Disorder)  
Assessment Theories Practice Models | Available: Study Guide for First Exam  
**Required Readings:**  
- O’Hare Text:  
  - Ch. 7: Panic Disorder with Agoraphobia and Obsessive-Compulsive Disorder, pp. 146-189  
  - Ch 12: Anxiety and Depression in Children and Adolescents, pp 351-393.  
- Brandell Text:  
  - Ch. 8: CBT with Adults pp. 186-209.  
- Oltmanns Text:  
  - Obsessive-Compulsive Disorder  
  - Panic Disorder with Agoraphobia  
  - Social Phobia |
<p>| Week 8 10-16 | EXAM 1 | (No new required readings) |</p>
<table>
<thead>
<tr>
<th>Week 9 10-23</th>
<th>NO CLASS SESSION--STUDENTS WORK ON PAPER PREPARATION</th>
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<tbody>
<tr>
<td></td>
<td>Working with Adults and Children who Have Experienced Trauma, Including Terrorism and Disasters</td>
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<td></td>
<td>Assessment Theories Practice Models</td>
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</tbody>
</table>

## Required Readings:
- **O’Hare Text:**
  - Ch. 8: Post-traumatic Stress Disorder, pp. 190-219.
- **Brandell Text:**
  - Ch. 12: The Challenge of Clinical Social Work with Survivors of Trauma, pp. 338-360.
- **Oltmanns Text:**
  - Post-traumatic Stress Disorder: Rape Trauma

## Links to Articles and Resources
- The Trauma Assessment Pathway (TAP) available: [www.Chadwickcenter.org](http://www.Chadwickcenter.org) (Review)

<table>
<thead>
<tr>
<th>Week 10 10-30</th>
<th>Working with Persons with Substance Abuse, Substance Dependence, or Eating Disorders</th>
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<td></td>
<td>Assessment Theories Practice Models</td>
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</table>

## Required Readings:
- **O’Hare Text:**
  - Ch. 6: Substance Abuse and Dependence, pp. 102-145.
- **Brandell Text:**
  - Ch. 15: Social Work Interventions with Alcohol and Other Drug Problems, pp. 427-460.
- **Oltmanns Text:**
  - Psychotic Disorder (NOS), Substance Dependence, and Violence
  - Alcohol Dependence
  - Eating Disorder: Anorexia
  - Eating Disorder: Bulimia Nervosa

## Links to Articles and Resources
- Wahab, 2005, Motivational Interviewing and social work practice, pp. 45-60.
<table>
<thead>
<tr>
<th>Week 11 11-06</th>
<th>Working with Persons with Serious Mental Illness: Schizophrenia and Bipolar Disorder: Assessment, Theories Practice Models</th>
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<td>ALL COMPLETED EVALUATION SHEETS DUE!</td>
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<tr>
<th>Week 12 11-13</th>
<th>Working with Persons with Personality Disorders Assessment Theories Practice Models</th>
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<tbody>
<tr>
<td></td>
<td>Review readings on substance abuse</td>
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<td>ALL “B” PARTNERS TO DISCUSS REVIEW OF THE PAPER THEY REVIEWED</td>
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<tr>
<th>Week 13 11-20</th>
<th>Exam 2</th>
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<tr>
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<td>EXAM 2: Clinical Vignettes</td>
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</table>

#### Required Readings:
- **O’Hare Text:**
  - Ch. 5: Schizophrenia, pp. 65-102.
- **Oltmanns Text:**
  - Bipolar Mood Disorder
  - Schizophrenia

#### Links to Articles and Resources
- Selby & Joiner, 2009, Cascades of emotion: The emergence of Borderline Personality Disorder from emotional and behavioral dysregulation, pp. 219-229.
<table>
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<tr>
<th>Week 14 11-27</th>
<th>NO CLASS-THEANKSGIVING UNIVERSITY HOLIDAY</th>
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<tbody>
<tr>
<td><strong>Working with Children and Adolescents</strong></td>
<td><strong>Required Readings:</strong></td>
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<tr>
<td><strong>Assessment</strong></td>
<td>• O’Hare Text:</td>
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<tr>
<td><strong>Theories</strong></td>
<td>o Ch. 13: Conduct disorder and attention deficit hyperactivity disorder in children and adolescents, pp 394-437.</td>
</tr>
<tr>
<td><strong>Practice Models</strong></td>
<td>• Brandell Text:</td>
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<tr>
<td></td>
<td>o Ch. 6: Clinical Social Work with Adolescents, pp. 123-152.</td>
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<td>• Oltmanns Text</td>
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<tr>
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<td>o Autistic Disorder</td>
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<td>o Attention-Deficit Hyperactivity Disorder</td>
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<td>o Oppositional Defiant Disorder</td>
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- **Links to Articles and Resources**

| Week 15 12-4 | Summary of Course Review Exam 2 |
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

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. DSM5 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.
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?

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.
Bibliography


