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2020

## Semester Syllabus Template SW 6021 May 2020

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**Generalist Micro Practice I**  
**SW 6021, Section (Add number)**  
**semester, year**

**Instructor:**  
**Office:**  
**Phone:**  
**Office Hours:**  
**Email and response policy:**  
**Classroom and course meeting times:**

**I. School of Social Work Mission (do not change unless School chooses new mission)**

CSUSB'S School of Social Work offers accessible, dynamic, and rigorous academic programs that prepare students with the professional values, knowledge and practice skills to effectively enhance the well-being of the diverse populations and communities of our region, state and world.

**II. Course Catalogue Description (do not change, get from current semester catalogue)**

Semester Prerequisite: Classified graduate standing in the MSW program. Quarter Prerequisite: classified graduate standing in the MSW program and consent of department  
Semester Corequisite: [SW 6081](#)

Introduction to generalist model of practice with individuals, families and groups across diverse populations, comparative theories of micro practice, introductory assessment, diagnosis and intervention skills. History of micro practice, application of beginning phases of generalist intervention model. Formerly offered as SW 602A.

**III. Course Overview and/or Rationale (Do not change, determined by sequence committee)**

SW 6021 is the first course of the sequence in which core concepts of direct practice with individuals, families and groups are presented. The course covers the following areas: a brief overview of the historical development of clinical social work, introduction of the generalist model as a framework for direct work with individuals, families and groups, core concepts in building a therapeutic relationship with complex and diverse client populations, components of bio-psycho-social assessment, and basic skills in conceptualizing intervention strategies. This course covers the first 3 steps in the generalist model (engagement, assessment and planning) with an emphasis on the development of professional use of self with diverse populations and understanding of professional values and ethics. Issues of personal and cultural values are explored as a basis for cultural competent practice.

**IV. Student Learning Outcomes and EPAS Coverage (do not change, determined by sequence committee)**

*Upon completion of the course students will be able to:*

<p>An understanding of professional social work history, ethics, and values and their application to social work practice. Readings, lectures and discussion in weeks 1, 2, and 3, quizzes, and assessment paper</p> <p>a. Covered by: Reading and lectures weeks 1- 3</p> <p>b. Assessed by: quizzes and assessment paper</p>
<p>An understanding of the generalist approach to social work practice that includes engagement, assessment, planning, implementation, termination, evaluation, and follow up with individuals, families and groups.</p> <p>a. Covered by: Readings, lecture, discussions and exercises in weeks 1, 10, 11, and 12</p> <p>b. Assessed by: quizzes, video role play assignment, assessment paper</p>
<p>An understanding of the potential barriers to and windows of opportunity in the helping process based on client-worker differences and similarities, such as age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation..</p> <p>a. Covered by: Readings, lecture, discussions and exercises in weeks 1, 2, 3, 4, and 11,.</p> <p>b. Assessed by: video role play assignment, assessment paper</p>
<p>An understanding of the professional use of self in social work practice.</p> <p>a. Covered by: Readings, lecture, discussions and exercises in weeks 1, 2, 4, and 12,</p> <p>b. Assessed by: quizzes, video role play assignment, assessment paper</p>
<p>Skills in building effective relationships with client systems (individuals, families and groups). Readings, lectures, discussions and exercises in weeks 4 through Week 10, videotape exercise and paper.</p> <p>a. Covered by: Readings, lecture, discussions and exercises in weeks 1, 2, 4, and 12,</p> <p>b. Assessed by: video role play assignment, assessment paper</p>
<p>Skills in bio-psycho-social assessment with client systems (individuals, families and groups) incorporating specific needs and concerns of diverse populations. Readings, lectures, discussion and exercises in weeks 4 through 10, assessment paper and final exam.</p> <p>a. Covered by: Readings, lecture, discussions and exercises in weeks 1, 2, 4, and 12,</p> <p>b. Assessed by: video role play assignment, assessment paper</p>
<p>An understanding of the application of various theoretical frameworks to address the needs of diverse client populations</p> <p>a. Covered by: Readings, lecture, discussions and exercises in week 15</p> <p>b. Assessed by: final exam</p>
<p>An understanding of a range of theories and intervention approaches for different client systems (individuals, families and groups).</p> <p>a. Covered by: Readings, lecture, discussions and exercises in week 15</p>

b. Assessed by: final exam

**V. Required Texts/Readings (do not change text unless discussed with sequence committee, additional readings may be added)**

**Texts**

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (DSM-5®)*. American Psychiatric Pub. ISBN: 9780890425558.

Hepworth, D.H., Rooney, R. H., Dewberry Rooney, G., & Strom-Gottfried, K., (2017). *Direct social work practice: Theory and skills* (10th ed.). Belmont, CA: Thomson Brooks/Cole. ISBN-13: 97813056-33803

Turner, F. J. (Ed.). (2017). *Social work treatment: Interlocking theoretical approaches* (6th ed.). New York, NY: Oxford University Press. ISBN: 978-0-19-023959-6

Yeager, K. & Roberts, A. (2015). *Crisis intervention handbook: Assessment, treatment, and research*. Oxford University Press. ISBN: 9780190201074.

\*\*\*Note: The books listed above will be used throughout the two years of micro SW classes.

**Film**

Bender, L. (Producer), & Van Sant, G. (Director) (1996). *Good Will Hunting [Motion picture]*. United States: Miramax Films.

*You don't have to purchase this film, but you will need to view it, likely multiple times to complete your assignment.*

**Additional Required Readings:**

**VI. Assignments and Grade Policy (Adapt to your assignments)**

Breakdown of course assignments and points:

Assignment	%	Points
Attendance and Participation	15	15
Assessment Video Recording & Reaction Paper (Week 14)	25	25
Midterm (Week 7)	15	15
Good Will Hunting Assessment Paper (Week 15)	25	25
Final Exam	20	20
<b>Total</b>	<b>100%</b>	<b>100</b>

This course is based on a possible 100-point scale. The grading scale is as follows:

Percent	Letter grade
100-96	A Excellent
95-90	A- Very good
89-86	B+ Good
85-83	B Satisfactory
82-80	B- Poor
79-76	C+ Below course expectations
75-73	C Seriously below expectations
≤ 72	F Failed course

**1. Assignments description: Videotape Interview and Reaction Paper**

**Assignment grading:** Video recording assignment: 15 pts. Reaction Paper: 10 pts.  
You will be asked to pair up with a classmate and videotape a role-play. Each student will play a client and a social worker completing an initial interview. Additionally, you will complete a reaction paper on your role-play as a social worker (what you did well, what you could improve on, techniques/interventions used, etc.). Detailed instructions for this assignment can be found at the end of the syllabus.

**2. Assignments description: Midterm (week 7)**

**Assignment grading:** 15 pts.

**3. Assignments description/grading: Good Will Hunting Assessment Paper**

**Assignment grading:** 25 pts.  
This assignment involves watching the film Good Will Hunting in class and using the information contained within the film to practice conducting a bio-psycho-social assessment on an individual. Detailed instructions can be found at the end of the syllabus.

**4. Assignments description/grading: Final Exam**

**Assignment grading:** 20 pts  
There will be a take-home final exam, due to me via email no later than 11:59 p.m. on final exam day.

## VII. Course Requirements and Expectations

Course objectives will be met through lectures, class presentation by students, discussion, assigned readings, in-class activities, and exams. **Students are expected to complete assigned readings and be prepared for graduate level discussion.**

### Attendance/Participation:

This class is scheduled to meet twice per week for one hour and 15 minutes each session, so attendance in class is crucial and absences from scheduled class sessions could adversely affect your course grade. If applicable, attendance in the Zoom session of the class is expected. Absences and/or continual late arrival to class will result in a reduction of points as listed below in the course requirements. Weekly attendance and participation points are earned. If you miss

one, you do not need to email me the reason unless it is a medical emergency or there is a death in the family, which are excused. All other absences are unexcused and will result in a deduction in attendance/participation points. As a general rule, two absences may result in a full letter grade reduction. Three absences may result in a fail. Three tardies count as an absence. Leaving class before it is over will be considered an absence.

### **Credit Hour Policy**

All CSU degree programs and courses bearing academic credit must comply with the federal law regarding the “credit hour,” which is defined as “the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. **One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week** for approximately 15 weeks for one semester or trimester hour of credit.

Please see the following link for additional information:

<http://bulletin.csusb.edu/academic-support/academic-support.pdf>

### **Cell Phones/Laptops**

Cell phones should be silent during class time and not used for communication purposes. If you need to use your cell phone, please step out of the room to briefly take a call or send a message if important. **Laptops (and similar devices) may be used for educational purposes only (such as writing notes, accessing material related to this class).** They are not to be used during lectures and class presentations unless it is for an educational purpose. If you use your phone and or laptop for reasons other than educational purpose, you will be given a verbal warning in person or via e-mail. After that, you will lose all attendance/participation points for the day.

### **Presentation of Written Assignments**

Papers must be typed using size 12 font of Arial or Times New Roman font, with one-inch margins at top, bottom, and sides of the page – this is generally the default settings in Microsoft Word. Page numbers and a cover page are required. Where appropriate, headings and sub-headings should follow the assignment format and instructions. Please be sure to check your written work for proper tense, spelling, grammar, punctuation, formatting, and current APA style is expected. Points will be deducted if your submissions do not follow these instructions.

### **Late Assignments**

Assignments must be turned in prior to or on the date listed in the course syllabus unless it is announced otherwise in class. Please contact the instructor if you are going to submit an assignment late. Late assignments will only be accepted if prior arrangements have been made with the instructor. Please note, there will be a 10% grade reduction per each day late.

### **Tips to Maximize your Learning Experience (Optional)**

- Plan ahead and do not try to do all of the readings the night before the lecture. It helps to download all of the readings a few days beforehand and to visit the lecture prior to the

lecture. This also ensure you have access to the materials once you graduate and can easily find them when needed.

- Put away your cell phone, electronics, and other media distractions while doing your readings, assignments, and during lectures. Even the sight of your cell phone can be distracting and affect how much you learn. Practicing this will improve your learning and improve your life overall. Try it!
- Visit the various links I provide at the end of the lecture material, which consist of podcasts, websites, YouTube Videos, and additional readings. They complement the lecture material and are usually engaging (and sometimes funny). I particularly recommend subscribing to the Social Work Podcast and In Social Work Podcast and listening to various episodes for those of you with long commutes.
- Come prepared with questions from the readings and ask questions during lectures. It is likely that you are not the only one with the question. Also, posing the question during class gives others a chance to comment and/or learn from the question and response.
- Last, contact me early if any issues arise. It is important that you let me know if you are struggling with the course material or the course format. The earlier you let me know, the sooner I can provide you with support.

#### **VIII. Writing Resources (keep, ok to edit-may add other writing supports)**

- Purdue University: <http://owl.english.purdue.edu/owl/resource/560/01/>
- APA Site: <http://www.apastyle.org/>
- Kent State University: [https://libguides.library.kent.edu/ld.php?content\\_id=41871474](https://libguides.library.kent.edu/ld.php?content_id=41871474)

**Writing Coach:** The School of Social Work has a writing coach especially for its students. Our coach, Francesca Astiazaran, will help you identify problems you might have with your writing and assist you in finding solutions. You can visit the writing coach at any stage in your writing: from as early as brainstorming and/or understanding your prompt to the final stages of your paper (and, of course, everything in between). While she is not an editor and cannot simply go through your paper and "fix" things, she can help you with issues such as grammar, sentence structure, and word choice as well. Francesca can meet with you on campus, online (Via Zoom), or by email. Whichever type of appointment you choose will require an appointment in advance. You can visit the calendar and find instructions for booking an appointment up to 30 days in advance at <https://csbs.csusb.edu/social-work/coach>.

#### **VIII. University Policies (do not change unless updated information is given to you)**

##### **Plagiarism and Cheating**

Students are expected to be familiar with the University's definition of and consequences for plagiarism and cheating (Under "Academic Regulations" in the [Bulletin of Courses](#)). Among the possible consequences for plagiarism and/or cheating is expulsion.

##### **Support for Students with Disabilities**

The School of Social Work supports the University commitment to diversity and the Americans with Disabilities Act (ADA). Faculty will provide reasonable accommodations to any student with a disability who is registered with the Office of Services to Students with Disabilities that needs and requests accommodations as recommended by that office. If you are in need of an accommodation for a disability in order to participate in this class, please contact Services to Students with Disabilities at (909) 537-5238.

Cal State San Bernardino Statement of Commitment to Diversity Excerpt  
“In our commitment to the furthering of knowledge and fulfilling our educational mission, this campus seeks a climate that welcomes, celebrates, and promotes respect for the entire variety of human experience. In our commitment to diversity, we welcome people from all backgrounds and we seek to include knowledge and values from many cultures in the curriculum and extra-curricular life of the campus community...Dimensions of diversity shall include, but are not limited to the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, socioeconomic status, cultural orientation, national origin, and age”. (From the CSU San Bernardino [University Diversity committee Statement of Commitment to Diversity](#), 2010)

### **Dropping and Adding**

It is the student’s responsibility to ensure that they have enrolled in their classes, or officially dropped them if they do not intend to attend, by Census Date.

### **Emergency Event Procedures**

The CSUSB campus is typically a very safe place. However, unforeseen events can happen anywhere. The purpose of this section of the syllabus to review different types of emergencies together to have a plan in mind. 911 can be called any time there is a need for an emergency response. The non-emergency phone number for campus police is 537-5165. (On campus phone the number is 75165). The campus escort service for company walking to your car is 909-537-5165.

If a class is canceled due to campus closing, please go to your course Blackboard site to see if there is an alternative assignment for that class session or for other updates.

The list below cannot cover every aspect of every possible situation, but it should cover some basics and provide some initial preparedness.

### **Emergency Preparedness Checklist for First Class Session Discussion**

- Building Alarm goes off (fire or other). Evacuate building calmly. Only use stairs. Proceed as a group to the grass area beyond Parking Lot M (in front of Visual Arts Building). Stay there until building Marshall (wearing reflective vest) indicates all clear. There may be no Marshall in the evening, so go to the grassy area beyond parking lot M and wait for instructions. If someone in your class cannot use the stairs, assist the person to the safest place in the building and inform the police/ fire department of their whereabouts so they can be safely evacuated. Please make sure you have familiarized yourself with where the nearest exit is, how to use stairs to get to the ground floor, and where Parking Lot M is.
- Earthquake. Building phones should sound alarm and give instructions, generally to duck under a desk, table, doorway to up against a wall. It is ok to hold on to a secure object. Make sure the door is open to your classroom if possible. Cover the back of your neck



with your hands. Stay away from unsecured furniture. Once the shaking has stopped, proceed as quickly as possible to the stairs and evacuate. Do not use the elevators.

- Medical Emergency: Call 911 and report. Use any first aid available if trained.
- Dangerous person: Leave the area as soon as possible and let others know there is a dangerous person in the area. Call 911 and report.
- Shots fired/active shooter: Move away from the immediate path of danger, If possible, exit the building. Otherwise, SHELTER IN PLACE (definition below). Notify anyone you may encounter to avoid the location of gunshots. After evacuating the area of the shooting, seek shelter and stay there until emergency responders arrive and advise you what to do.
  - Definition of “Shelter in Place” and alternative safe locations. Go to the nearest room or office, close and lock the door. If the door has an interior lock, please lock, Turn off the lights. Seek protective cover. Stay away from doors and windows. Keep quiet and act as if no one is in the room. Do not answer the door. Wait for police to assist you out of the building. Call 911 from an on-campus phone. Faculty may suggest alternative safe locations.
- Identify who in the class has training in the following areas: CPR, other first aid, shots fired/active shooter training.
- Discuss helping mobility, hearing, or sight impaired classmates.
- Look at the following websites and bookmark on phone:
  - <http://riskmanagement.csusb.edu/emergencymanagement/preparednessReferenceGuide.html>
  - <http://www.bucks.edu/resources/security/activeshooterprotocol/>
  - <https://www.dhs.gov/options-consideration-active-shooter-preparedness-video>

## IX. Course Calendar (you can list by week or by session)

*Subject to change with fair notice*

Session	Topic, Assignments Due, and Readings
1	<p><b><u>Part 1</u></b>  <b>Topic:</b> Syllabus Review &amp; Overview of Social Work Direct Practice</p> <p><b>Readings</b>            Hepworth et al.:           <ul style="list-style-type: none"> <li>• Chapter 1: The Challenges of Social Work</li> <li>• Chapter 2: Direct Practice: Domain, Philosophy and Roles</li> </ul> </p> <p><b>Pre-lecture activity</b>            Review syllabus and come prepared with questions.</p> <p><b><u>Part 2</u></b>            Review of Generalist Intervention Model</p> <p><b>Readings</b>            Hepworth et al.:           <ul style="list-style-type: none"> <li>• Chapter 3: Overview of the Helping Process</li> </ul> </p>

	<p>Kirst-Ashman, K.K. &amp; Hull, Jr., G.H. (2015). <i>Introducing generalist practice: The generalist intervention model. Understanding Generalist Practice</i> (7th ed.). (pp.1-52). Stamford, CT: Cengage Learning.</p>
<p>2</p>	<p><b><u>Part 1</u></b>  Applied Theories and Perspectives</p> <ul style="list-style-type: none"> <li>• Strengths Perspective</li> <li>• Person in Environment Theory (Intro)</li> <li>• Ecological Theory</li> <li>• Psychodynamic Theories</li> </ul> <p><b>Required Readings:</b>  <u>Turner:</u></p> <ul style="list-style-type: none"> <li>• Chapter 1: Attachment Theory and Social Work Treatment</li> <li>• Chapter 14: General Systems Theory</li> </ul> <p><b>Pre-lecture activity</b>  Singer, J. B. (Host). (2009, August 30). Theories for clinical social work practice: Interview with Joseph Walsh, Ph.D. [Episode 52]. <i>Social Work Podcast</i>. Retrieved from <a href="http://socialworkpodcast.com/2009/08/theories-for-clinical-social-work.html">http://socialworkpodcast.com/2009/08/theories-for-clinical-social-work.html</a></p> <p><u>Recommended</u>  Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. <i>American psychologist</i>, 32(7), 513.</p> <p><b><u>Part 2</u></b>  <b>Topic:</b> Applying Theories to Social Work Practice</p> <p><b>Readings:</b>  Hardina, D. (2002). Theoretical frameworks for practice. In <i>Analytical skills for community organization practice. (pages 45–64)</i>. Columbia University Press.</p> <p>Rimer, B. K., &amp; Glanz, K. (2005). Theory at a glance: a guide for health promotion practice. Retrieved from <a href="http://www.sbccimplementationkits.org/demandrmnch/wp-content/uploads/2014/02/Theory-at-a-Glance-A-Guide-For-Health-Promotion-Practice.pdf">http://www.sbccimplementationkits.org/demandrmnch/wp-content/uploads/2014/02/Theory-at-a-Glance-A-Guide-For-Health-Promotion-Practice.pdf</a></p> <p><b>Recommended</b>  Joseph, R., &amp; Macgowan, M. J. (2019). The theory evaluation scale: An epistemological tool for analyzing social work theories. <i>Social Work Education</i>, 38(2), 269-281.</p>
<p>3</p>	<p><b><u>Part 1</u></b>  <b>Topic:</b> Social Work Ethics and Values</p> <p>Hepworth et al.:</p>

	<ul style="list-style-type: none"> <li>Chapter 4: Operationalizing the Cardinal Social Work Values</li> </ul> <p><b>Pre-lecture activity</b> Familiarize yourself with the NASW (1997) Code of Ethics and write down three things that you did not know or that stood out to you. These will be checked in class. You can access it online at <a href="http://www.socialworkers.org">http://www.socialworkers.org</a> or in Appendix F of your student handbook.</p> <p><b>Recommended</b> <b>Add reading or resource</b></p> <p><b>Part 2</b> <b>Topic:</b> Ethical Decision-making</p> <p><b>Readings</b> Reamer, F.G. (2003). Boundary issues in social work: managing dual relationships. <i>Social Work, 48</i>(1), 121-133. <b>Note: this is likely also assigned in HBSE, but we will cover the material here as well.</b></p> <p>Millstein, K. (2000). Confidentiality in direct social work practice: inevitable challenges and ethical dilemmas. <i>Families in Society, 81</i>(3), 271-282.</p> <p><b><u>Pre-lecture activities</u></b> Listen to the following podcast and write down three things you learned to share with your peers. This will be checked in class.</p> <p>Singer, J.B. (Producer). (2013). Social work ethics: Interview with Allan Barsky, JD, MSW, PhD. The Social Work Podcast. Retrieved from <a href="http://socialworkpodcast.blogspot.com/2013/03/social-work-ethics-interview-with-allan.html">http://socialworkpodcast.blogspot.com/2013/03/social-work-ethics-interview-with-allan.html</a></p> <p><b>Recommended</b> Reamer, F. G. (2015). Clinical social work in a digital environment: Ethical and risk-management challenges. <i>Clinical Social Work Journal, 43</i>(2), 120-132.</p>
4	<p><b>Part 1</b> Multicultural Awareness and Human Diversity</p> <p>National Association of Social Workers. (2015). <i>Standards and Indicators for Cultural Competence in the Social Work Practice</i>.</p> <p>Ortega, R. M., &amp; Faller, K. C. (2011). Training child welfare workers from an intersectional cultural humility perspective: A paradigm shift. <i>Child Welfare, 90</i>(5), 27.</p> <p><b><u>Pre-lecture activities</u></b></p>

	<p>Adichie, C. (2009, July). The Danger of a Single Story [Video file]. Retrieved from <a href="https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en">https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en</a></p> <p><b><u>Part 2</u></b>  Privilege and Intersectionality  African American Policy Forum. (2013). <i>A primer on intersectionality</i>. New York, NY: Author.</p> <p>Crenshaw, K., &amp; Harris, L. (2009). A primer on intersectionality. In <i>African American Policy Forum</i> (pp. 1-12). Retrieved from <a href="http://aapf.org/publications">http://aapf.org/publications</a></p> <p>McIntosh, P. (1995). White privilege and male privilege: A personal account of coming to see correspondences through work in women's studies. In <i>M. L. Andersen &amp; P. H. Gollins (Eds.), Race, class, and gender: An anthology</i> (2nd ed., pp. 76-87). New York: Wadsworth.</p> <p><b><u>Pre-lecture activities</u></b>  Ford, J. (2012, April 11). Justin Ford - Pedagogy of Privilege [Video file]. Retrieved from <a href="https://www.youtube.com/watch?v=JW9ey3N924Q&amp;sns=em">https://www.youtube.com/watch?v=JW9ey3N924Q&amp;sns=em</a></p> <p>Crenshaw, K. (2016, December 7). The urgency of intersectionality   Kimberlé Crenshaw [Video file]. Retrieved from <a href="https://www.youtube.com/watch?v=akOe5-UuQ2o">https://www.youtube.com/watch?v=akOe5-UuQ2o</a></p> <p style="text-align: center;"><b><u>Recommended</u></b></p> <p>Crosley-Corcoran, G. (2014). Explaining white privilege to a broke white person. <i>The Huffington Post</i>, 3.</p> <p>Nadan, Y., Spilsbury, J. C., &amp; Korbin, J. E. (2015). Culture and context in understanding child maltreatment: Contributions of intersectionality and neighborhood-based research. <i>Child abuse &amp; neglect</i>, 41, 40-48.</p>
5	<p><b><u>Part 1</u></b>  Engagement, the Helping Process, Exploring and Verbal Skills</p> <p><b><u>Readings</u></b>  Hepworth et al.:</p> <ul style="list-style-type: none"> <li>• Chapter 6: Verbal Following, Exploring, and Focusing Skills</li> <li>• Chapter 7: Eliminating Counterproductive Communication Patterns</li> </ul> <p><b><u>Part 2</u></b>  Hepworth et al.:</p> <ul style="list-style-type: none"> <li>• Chapter 5: Building Blocks of Communication: Conveying with Empathy and Authenticity</li> </ul>

	<p>Edwards, J. &amp; Bess, J. (1998). Developing effectiveness in the therapeutic use of self. <i>Clinical Social Work Journal</i>, 1(26), 89-105</p> <p><b><u>Pre-lecture activities:</u></b>  The Hepworth reading describes 5 levels of empathic responses. Read this section carefully and write a few sentences on the difference between the different levels of empathic responses.</p> <p style="text-align: center;"><u>Recommended</u></p> <p>Elliott, R., Bohart, A. C., Watson, J. C., &amp; Greenberg, L. S. (2011). Empathy. <i>Psychotherapy</i>, 48(1), 43.</p> <p>Gerdes, K. E., &amp; Segal, E. (2011). Importance of empathy for social work practice: Integrating new science. <i>Social Work</i>, 56(2), 141-148.</p>
6	<p><b><u>Part 1</u></b></p> <p><b>Readings</b>  Biopsychosocial Assessment  Cooper, M.G. &amp; Lesser, J.G. (2015). The psychosocial study: The product of assessment. <i>Clinical Social Work Practice: An Integrated Approach</i>. (5th ed.). (pp. 44-59). Upper Saddle River, NJ: Pearson.  **Cooper reading will help you with your assessment paper later**</p> <p><u>Hepworth et al. (Skim chapters):</u></p> <ul style="list-style-type: none"> <li>• Chapter 8: Assessment: Exploring and Understanding Problems and Strengths</li> <li>• Chapter 9: Assessment: Intrapersonal, Interpersonal, and Environmental Factors</li> </ul> <p style="text-align: center;"><u>Recommended</u></p> <p>Cowger, C.D. (1994). Assessing client strengths: clinical assessment for client empowerment. <i>Social Work</i>, 39, 262-266.</p> <p><b><u>Part 2</u></b>  Mental Status Exam    (refer to MSE handouts on Blackboard)</p>
7	<p><b><u>Part 1</u></b></p> <p><b>Assignments: Mid-Term Exam</b></p> <p><b><u>Part 2</u></b>  Mandated Reporting &amp; Safety  Risk Assessment, &amp; Brief Crisis Intervention</p> <p><b>Readings:</b></p>

	<p>SAMHSA-HRSA Center for Integrated Health Solutions. (n.d.) Suicide Prevention Materials. Please review at least one screening tool, and information on one special population. <a href="http://www.integration.samhsa.gov/clinical-practice/suicide-prevention">http://www.integration.samhsa.gov/clinical-practice/suicide-prevention</a></p> <p><u>Hepworth et al. (<i>Skim chapters</i>):</u></p> <ul style="list-style-type: none"> <li>• Chapter 9: Crisis Theory and Social Work Treatment</li> <li>• Chapter 13: Planning and Implementing Change-Oriented Strategies (<i>Focus on section related to crisis intervention on pp. 382 to 391</i>).</li> </ul> <p><u>Pre-lecture activities</u></p> <p>Singer, J. B. (Host). (2007, January 29). Crisis intervention and suicide assessment: Part 1 - history and assessment [Episode 3]. <i>Social Work Podcast</i>. Podcast retrieved from <a href="http://socialworkpodcast.com/2007/01/crisis-intervention-and-suicide.html">http://socialworkpodcast.com/2007/01/crisis-intervention-and-suicide.html</a></p>
8	<p><b><u>Part 1</u></b> Risk Assessment, &amp; Brief Crisis Intervention</p> <p><b>Readings:</b> Yeager &amp; Roberts Text: Chapters 1-6</p> <p><b><u>Part 2</u></b> Risk Assessment, &amp; Brief Crisis Intervention (cont.)</p> <p><b>Readings:</b></p> <p>U.S. Department of Health and Human Services. (1994). Crisis intervention in child abuse and neglect. <a href="https://www.childwelfare.gov/pubs/usermanuals/crisis/">https://www.childwelfare.gov/pubs/usermanuals/crisis/</a></p> <p>Vincent, N.J., McCormack, J., &amp; Johnson, S. (2015). A comprehensive conceptual program model for supporting families surviving a homicide victim. <i>Child and Adolescent Social Work Journal</i>, 32, 57-64.</p> <p>Warshaw, C., Sullivan, C.M., &amp; Rivera, E.A. (2013). A systematic review of trauma-focused interventions for domestic violence survivors. Washington, DC: National Center on Domestic Violence, Trauma &amp; Mental Health. <a href="http://www.nationalcenterdvtraumamh.org/wp-content/uploads/2013/03/NCDVTMH_EBPLitReview2013.pdf">http://www.nationalcenterdvtraumamh.org/wp-content/uploads/2013/03/NCDVTMH_EBPLitReview2013.pdf</a></p>
9	<p><b><u>Part 1</u></b> Navigating the DSM-5</p> <p><b>Readings</b></p> <p><u>DSM 5:</u> DSM 5 classification and preface pp. xiii—xiiv</p>

	<p>Introduction, Use of Manual, Cautionary Statement, pp. 5- 24.</p> <p>Pomeroy, E.C. &amp; Anderson, K. (2013). The dsm-5 has arrived. <i>Social Work</i>, 58(3), 197-200.</p> <p>Robbins, S. (2014). From the editor- the dsm-5 and its role in social work assessment and research. <i>Journal of Social Work Education</i>, 50(2), 201-205.</p> <p><b><u>Part 2</u></b> Assessment &amp; The Diagnostic Process using the DSM-5</p> <p>Dwyer, S. (2012). Walking the tightrope of a mental health act assessment. <i>Journal of Social Work Practice</i>, 26(3), 341-353.</p> <p><b><u>Pre-lecture activities</u></b> Listen to the following podcast and bring in three things you learned to share at the beginning of class.</p> <p>Singer, J. B. (Producer). (2016, January 25). #101 - Critiques of the DSM-5: Interview with Jeffrey Lacasse, Ph.D. [Audio Podcast]. <i>Social Work Podcast</i>. Retrieved from <a href="http://www.socialworkpodcast.com/2016/01/DSM5critique.html">http://www.socialworkpodcast.com/2016/01/DSM5critique.html</a></p>
10	<p><b><u>Part 1</u></b> Evidence-based Practices</p> <p>Bond, G., Drake, R., &amp; Becker, D. (2010). Beyond evidence-based practice: nine ideal features of a mental health intervention. <i>Research on Social Work Practice</i>, 20(5), 493-501. doi: 10.1177/1049731509358085</p> <p>Hawkins, J. D., Jenson, J. M., Catalano, R., Fraser, M. W., Botvin, G. J., Shapiro, V., ... &amp; Rotheram-Borus, M. J. (2016). Unleashing the power of prevention. <i>American Journal of Medical Research</i>, 3(1), 39.</p> <p style="text-align: center;"><b><u>Recommended</u></b></p> <p>California Evidence-Based Clearinghouse for Child Welfare: <a href="http://www.cebc4cw.org/">http://www.cebc4cw.org/</a></p> <p>PracticeWise is a website to support mental health practitioners and social workers: <a href="https://www.practicewise.com/">https://www.practicewise.com/</a></p> <p><b><u>Part 2</u></b> Evidence-Based Case Planning, Goal Setting, and Contracting</p> <p><b>Required Readings:</b> Hepworth et al.:</p> <ul style="list-style-type: none"> <li>• Chapter 12: Developing Goals and Formulating a Contract</li> </ul>

	<ul style="list-style-type: none"> <li>• Berliner, L. (2015). Evidence-Based Service Planning for Child Welfare. Chapter 13: Planning and Implementing Change-Oriented Strategies</li> </ul> <p>Fitzgerald, M. M. &amp; Berliner, L. (2015). <i>Evidence-Based Service Planning for Child Welfare</i>. APSAC Alert, 5(1).</p> <p style="text-align: center;"><u>Recommended</u></p> <p>Ware, N. C., Tugenberg, T., Dickey, B., &amp; McHorney, C. A. (1999). An ethnographic study of the meaning of continuity of care in mental health services. <i>Psychiatric Services</i>, 50(3), 395-400.</p>
11	<p><b><u>Part 1</u></b> Intervention Strategies: Motivational Interviewing</p> <p><b><u>Part 2</u></b> Intervention Strategies: CBT &amp; SFT.</p> <p><u>Hepworth et al.:</u></p> <ul style="list-style-type: none"> <li>• Chapter 13: Planning and Implementing Change-Oriented Strategies (<i>Focus on sections related to solution-focused brief treatment model &amp; cognitive restructuring</i>)</li> </ul> <p><b><u>Pre-lecture activities</u></b> Singer, J. B. (Host). (2008, March 19). Cognitive-behavioral therapy [Episode 14]. <i>Social Work Podcast</i>. Podcast retrieved from <a href="http://socialworkpodcast.com/2007/03/cognitive-behavioral-therapy-cbt.html">http://socialworkpodcast.com/2007/03/cognitive-behavioral-therapy-cbt.html</a></p>
12	<p>Empathy, Interpretation, and Confrontation</p> <p><u>Hepworth et al.:</u></p> <ul style="list-style-type: none"> <li>• Chapter 17: Additive Empathy, Interpretation, and Confrontation</li> <li>• Chapter 18: Managing Barriers to Change</li> </ul> <p>Bratter, T. &amp; Sinshiemer, L., (2007). Confrontation: A potent psychotherapeutic approach with difficult adolescents. <i>Adolescent Psychiatry</i>, 30, 103-116.</p> <p style="text-align: center;"><u>Recommended</u></p> <p>Patterson, J., Williams, L. Edwards, T.M., Chamow, L., Grauf-Grounds, C., Sprenkle, D.H. (2009). Getting Unstuck in Therapy. In <i>Essential Skills in Family Therapy (2<sup>nd</sup> ed.)</i> (pg 217-240), New York: Guilford.</p> <p>Turner, K. (2009). Mindfulness: The present moment in clinical social work. <i>Clinical Social Work</i>, 37, 95-103.</p>
13	<p>Evaluation, Termination, and Follow Up</p> <p><u>Hepworth et al.:</u></p>



	<ul style="list-style-type: none"> <li>Chapter 19: The Termination Phase: (Note: The Generalist Intervention Model includes a final step, Follow Up, which we will also briefly discuss)</li> </ul> <p>Patterson, J., Williams, L. Edwards, T.M., Chamow, L., Grauf-Grounds, C., Sprenkle, D.H. (2009). Termination. In <i>Essential Skills in Family Therapy (2<sup>nd</sup> ed.)</i> (pg 241-250), New York: Guilford.</p> <p><b><u>Pre-lecture activities</u></b> Write down three things you learned from the readings to share with your peers. This will be checked in class.</p> <p style="text-align: center;"><u>Recommended</u></p> <p>Youtube Video from The Moth on Termination: <a href="https://www.youtube.com/watch?v=xYZc97gIR8A">https://www.youtube.com/watch?v=xYZc97gIR8A</a></p> <p>Mirabito, D. (2006). Revisiting unplanned termination: Clinicians' perceptions of termination from adolescent mental health treatment. <i>Families in Society</i>, 87(2), 171-180.</p>
14	<b>Part 1 &amp; Part 2: Video Role Play &amp; Reaction Paper Due</b> In-Class Viewing of Good Will Hunting
15	<b>Conclusion, Course Summary, and Final Review.</b> Good Will Hunting Assessment Paper Due
Finals Week	Final Exam

**X. Course Assignment Detailed Instructions (include or otherwise distribute to students, below is just an example)**

**Video Recording Assignment- 15% of final grade**

1. This assignment will require students to play the role of a clinical social worker in one role play and the role of client in another role play, both with another classmate. You will need to choose a partner to play the role of the client for you. You need to play the client (for one of your classmates) and a worker, (for your own video). Generally, students will use the same partner with each playing the role of client for the other. In the event there is an odd number of students, a student may be asked to play the client role for more than one student. You may use the same vignette more than once if this is necessary.
2. **As the worker:** You will be demonstrating an initial interview with a client. In the interview you are to respond to the client and their presenting issues as you would in a real session. It is expected that you will demonstrate many of the listening skills discussed in your text and class and that you cover informed consent and the limits of confidentiality. It is okay for the

client to make a general statement as to their reason for their visit. For example, marital problems, substance abuse, domestic violence, etc. but you should not read the client's written vignette before the role play. Part of the purpose of this role play is for you to spontaneously practice using the various listening and responding skills you have learned to engage the client and begin a basic assessment. If you read the vignette ahead of time, the role play becomes less spontaneous and therefore less authentic. The video should not be scripted.

3. **For your role as the client:** Write a brief vignette about a client and presenting problem that is consistent with your approximate age, gender, ethnicity, etc. Include some issues that you (in the client role) need to work on in counseling. Do **not** include real, personal issues that would be uncomfortable to disclose. "Making up" the client's issue is fine. Try to make one up that you can role-play convincingly. Be able to supply appropriate background information related to the problem the client has. Make the worker ask some questions to get the information. Don't dump everything out in the first few sentences, but don't be so withholding the worker has to pull every little thing out of you. It is okay to tell the worker the general reason for your visit. For example, marital problems, substance abuse, domestic violence, etc. However, **do not** share the vignette with the worker. The worker needs to obtain the information by asking you questions.
- To record the video, you may use any recording device you have available, i.e. camera, phone or computer. You may schedule yourself to use the video observation room at the library or you may video your role play session at home or another setting. Please check the capabilities of your recording device and make necessary adjustments prior to making your video. I recommend doing a one-minute test video that you review before making the final video. If I cannot hear or clearly see what is being said and done on the video it will be reflected in the grade. The length must be 7-10 minutes, so make sure your recording device will record that length. If you use an application like Zoom, please make sure it is gallery mode.

#### Recording Tips

- Make sure the camera angle covers the worker. A side view of the client is OK. Double-check the audio, video, and the sound in a one minute test video. I should be able to see your facial expressions.
- Make sure the environment is free of distractions; televisions in the background, radios, cell phones, people walking through your session, etc. The role play should adhere to the same standards you would expect in a professional office setting.
- Stay "in character" and make it realistic. If you get interrupted unexpectedly, you do not have to start over. Just pause the video if needed, take care of the interruption, and continue with the video when ready.
- Do not re-record the role play because you don't like something that occurred. It is what it is. There are no "do overs" in the field.
- After you complete your role play, look at it yourself in the role of helper. Answer the questions at the bottom of this page.
- Turn in the client vignette and the reaction paper. Make sure the client vignette has your name as the client and the student who played the social worker on it so I know who did what.

- These will not be shown in class, or to any other audience. Only I will view them, unless other arrangements are made, including your permission. Although, if you post them in a public place, anyone may see them.

### **Reaction to Video Recording- 10% of final grade**

Your reaction to the video tape and the written vignette should be typed, in Times New Roman or Arial, font size 12. The paper should be **three to five pages** in length double-spaced and should answer the following questions. Please answer in the first person and don't forget to include your partner's short vignette.

1. What do you see on the recording that looks good to you (2 points)?
2. What do you see on the recording that you would put in the "needs to improve" category (2 points)?
3. What did you learn about the assessment process by doing this exercise (2 points)?
4. What techniques did you use specifically and why (4 points)?

Be specific. Include any techniques and skills, as discussed in class or in your text and readings you see yourself using or not using. Give examples of how/where this occurred. You must describe your use (or lack of) of the skills described in Chapter 6 of Hepworth. Other areas to consider include use of self, empathy, authenticity/genuineness, counterproductive patterns, cultural considerations and ethical issues.

## **Good Will Hunting**

### Biopsychosocial Assessment Assignment and Rubric **25 Points**

This assignment involves watching the film *Good Will Hunting* and using the information contained within the film to practice conducting a bio-psycho-social assessment on an individual. Obtain a copy of the film and watch it at home or in one of the video labs in the multimedia center in the library. You may have seen this film before, but you will need to watch it again to answer the following questions. You may watch it as part of a group (popcorn is recommended), but please do your own work in answering the questions. We will discuss how to do this assignment in class.

For assistance on how to do an assessment you should refer to chapters 8, 9, and possibly 10 in the “Direct Social Work Practice” text as well as Cooper & Lesser, chapter 4: “The Psychosocial Study” and your DSM-5. You may also want to review some examples of assessments from your agency case files. These resources do an excellent job of explaining the various sections and what goes where. Assessments should be written with objective language. This means you should not write in the first person.

**The final paper must be typed, (Times New Roman or Arial #12 font) with one inch margins at the top and the bottom of the page, using exactly the same headings and sub-headings provided in the outline. *Headings and subheadings help the reader (i.e. me) quickly find necessary information.* All areas should be addressed in complete sentences. No checklists please. Colored ink/ paper will not be accepted. Use APA guidelines.**

The following is the outline, which we will review in class. You may want to use it to take some handwritten notes as you watch the movie. There are many other agency based formats utilized for assessments. Often they reflect agency missions and target populations etc. For the purpose of this assignment, please use the one provided.

The week after the submission of the paper, we will discuss the assignment. Be prepared to talk about what you saw as you watched the movie and what you thought as you answered the following questions via Blackboard. Not everyone will agree in their assessments and the thinking process you engage in is much more important than getting the "right" answer.

This paper should be between 8 -10 pages double-spaced. If you could not gather information for a particular topic, you should note that rather than leaving the section blank. See the grading rubric to assist you with the completion of the assignment.

### **Grading Rubric - 25 Points**

Student:

In each section, you need to succinctly provide as much information as possible. If you can't answer a question, briefly write “N/A” or “Not enough information to answer the question.” You do not necessarily have to answer each question in the sections below but you should answer each section in a comprehensive manner.

**I. Engagement. In one page or less, please discuss the following (5 Points):**

- a. At least two ways in which Dr. MacGuire (Robin Williams) engaged Will into working with him. Did it work? Why or why not? How did Dr. MacGuire use confrontation?
  
- b. What might you do to engage Will if he was your client? What factors might make the way you engage Will to be the same or different from Dr. MacGuire's techniques?

**II: Background information (5 Points), which should include:**

- Identifying Information
- Referral Source
- Presenting Problem
- History of the Problem
- Previous Counseling Experience
- Family Background
- Personal History
- Work Experience/ Work History
- Housing
- Medical History
- Mental Health History
- Substance Use/ Abuse History
- Cultural History
- Spirituality/Religion
- Social Support Network
- Client Strengths
- Psychological Defenses Used
- Suicide Assessments

**III: Mental Status and Current Functioning (5 Points), which should include:**

- Appearance
- Attitude
- Motor Activity
- Affect
- Mood
- Speech
- Thought Processes
- Thought Content
- Perception
- Orientation
- Cognitive Function
- Abstraction
- Judgment
- Insight

**IV. Diagnostic Summary and Impressions (5 Points). This should be written in objective language.**

**V. Treatment Recommendations (5 Points)**

**VI. Privilege/ Intersectionality (1 Extra Credit Point in case you miss points above)**

If Will would have been part of any other non-dominant group (e.g., person of color, LGBTQ, disabled, etc.), explain and give an example of how his life might have been different.

**Total Points: 25**