General Description:

SW 204C/D represents the third and fourth semester practice courses in the Social Work curriculum. It builds upon and expands the SW 204A/B in substantial ways. Where the SW 204A/B provided an opportunity for the student to achieve competence in the provision of direct and indirect services within an agency setting, it is recognized that the multilevel practitioner will generally move toward more autonomous practice, supervisory levels of practice, and even administrative roles within organizations. Conceptually SW204A/B provided increased awareness and knowledge about generalist practice, which was then primarily shaped by the field setting in which the student was placed. SW204C/D extends this learning by demanding integration of the foundation content into the skillfully independent application of social work intervention strategies with at least two levels of intervention simultaneously.

To support this expected change in sophistication and function, SW204 C/D provides advanced knowledge or skills in at least five areas. 1.) Concepts, models needed to understand concurrent practice with individuals, families, groups, organizations, and communities; 2) Exposure to and expectation of mastery of advanced practice skills to address complex direct practice situations including individual/family/group techniques ; 3) Increased skills to concurrently address more complex indirect practice situations including supervision/administration/program evaluation techniques; 4) Ability to conduct disciplined and systematic practice based on clearly articulated theoretical principles through exploration, synthesis, and refinement of generic and generalist competencies; and 5) Ability to engage in theoretical and practice research and evaluation activities necessary to display accountability and evidence of effective practice.

SW 204 C/D focuses on developing the student's capacity to think critically and systematically so that they can select from a broader range of theoretical concepts and methods, appropriate intervention strategies likely to be productive in a given time and place. This course teaches students to address complex challenges through synthesis of multilevel analysis and action.

SW 204C/D requires the student to draw upon their awareness and knowledge gained in SW 202 into this course when considering problem presentation, and the potential range of interventions that dignify and "fit" that particular social political client's system. SW 204C/D requires the student to have an integrated knowledge of the theories of human behavior,
particularly developmental-systems-biological, small group dynamics, and the complex theories of community and organizational behavior, so that when considering complex intervention alternatives it is being done within the context of basic theory mastery in these areas. In this way SW 204C/D extends the SW 235A/B series into concurrent level practice application.

Theoretical Framework:


“Social workers in practice today deal with profoundly vulnerable populations, overwhelmed by oppressive lives, and circumstances and events they are powerless to control. There problems are often intractable because they are chronic and persistent, or acute and unexpected. When community and family supports are weak or unavailable and when internal resources are impaired, these populations are very vulnerable to physical, cognitive, emotional and social deterioration. Yet, in spite of numerous risk factors and vulnerabilities, a surprisingly large number of children, for example, mature into normal, happy adults.......To more fully understand the human experience, this book examines both vulnerability and risk factors as well as resilience and protective factors....”(Gitterman, p. 1)

Gitterman defines resilience as “the tendency to rebound or recoil, to return to prior state, to spring back...the study of resilience lies in the power of recovery and the protective factors that cushion” adversity. The concept of "life circumstances and events” is further developed with the focus on desperate life conditions faced by individuals, families, groups, cultures, whole communities and nations.

These courses are organized around Social Work Practice with Vulnerable Human Conditions Related to Life Circumstances and Events. Life conditions examines social work practice with vulnerable and resilient populations who essentially have to cope with chronic life conditions that have dynamic, genetic, biochemical, and physiological bases. Life circumstances and events examine social work practice with populations that often confront desperate life circumstances. The most helpful facet of this model is that it does not predict specific responses to life events, but instead emphasizes the dynamic relationship between persons and their environments and the need to recognize that a wide range of responses may be forthcoming based on coping measures, personal resources and the availability of external resources.

A second framework is focused on Trauma, whose definition continues to evolve in theory and practice. Van Soest and Prigoff (1997) provide the context of our Global Crisis of Violence and on-going traumatic environment. Judith Herman, in *Trauma and Recovery* (1992) examines post-traumatic stress disorder as a complex experience involving one or more of the following: 1) A history of subjection to totalitarian control over a prolonged period including prisoners of war, survivors of domestic violence, childhood neglect, abuse, molestation and/or sexual exploitation, 2) alterations in affect regulation, consciousness, self-perception, interpersonal relationships, and systems of meaning. (p. 121).

COURSE OBJECTIVES

Knowledge Based Objectives
I. Apply the concepts and methods of advanced multilevel practice and relate those concepts and methods to the mission and purposes of the profession; and demonstrate their application in assessments, interventions and class assignments. (C) (Meets CPS Standards-M5.4.1, M5.7.6)

2. Understand the impact of social policy on target populations and clients and develop strategies for social action, aiming to change policy and to impact service development and delivery as demonstrated by in class exercises and assignments. (D) (Meets CPS Standards-M5.7.9)

3. Demonstrate the ability to skillfully apply and provide a rational for the use of multiple methods, techniques, strategies of intervention that are informed by theoretical models and appropriate to diverse client systems as demonstrated by class assignments. This includes scientific inquiry and examining evidence-based practice. (D) (Meets CPS Standards-M5.7.8, M5.7.1)

Values Based Objectives

By the conclusion of these two courses the student is expected to be able to:

1. Internalize the social work role, its ethics, responsibilities and privileges as demonstrated by in class experiential exercises and assignments. (C & D) (Meets CPS Standards-M5.7.2, M5.4.4)

2. Apply culturally competent practice sensitive to the needs of diverse client groups and applicable to different-sized systems within a multicultural society and world as demonstrated by role plays and in class exercises. (C) (Meets CPS Standards-M5.7.4, M5.4.1)

3. Demonstrate a heightened sense of self-awareness of strengths and limitations, development of professional boundaries, awareness of transference and countertransference reactions, and ability to appropriately seek and utilize feedback as evidenced through in class exercises and class assignments. (C) (Meets CPS Standards-M5.7.3)

4. Demonstrate competence in the use of self in expediting practice interventions, based on personal reflection and accurate self-awareness as evidenced through class assignments. (D) (Meets CPS Standards-M5.7.3)

5. Consistently demonstrate skills in the various roles of multilevel practice which include, but are not limited to those of advocate, broker, coach, mediator, counselor, teacher, manager and administrator as evidenced through role plays, in class exercises, and assignments. (D) (Meets CPS Standards-M5.4.1)

Skills Based Objectives

By the conclusion of these two courses the student is expected to be able to:

1. Demonstrate leadership and decision making skills in initiating developing, and following through on a service or project as demonstrated by course assignment. (C) (Meets CPS Standards-M5.7.14)
2. Differentiate "functional/adaptive" behaviors from non-functional/maladaptive" behaviors in individuals, families, groups, organizations and communities as evidenced through in class discussions and assignments. (C) (Meets CPS Standard-M5.7.8)

3. Fully develop and articulate an integrated practice model and have the ability to apply that model informed and supported by research as evidenced through class discussions and assignments. (C) (Meets CPS Standard-M5.7.8)

4. Select and apply practice monitoring and evaluation strategies that are appropriate to the needs of the situation and are grounded in social work theory and research (both qualitative and quantitative methods), as evidenced through in class assignments and class discussions. (D) (Meets CPS Standard-M5.7.11)

Specific Competencies

By the conclusion of these two courses the student is expected to be able to:

1. Assess and intervene with multi-organizational systems with specific reference to such issues as services integration, inter-organizational cooperation, coordination and collaboration as demonstrated by in class exercises, discussions and role plays. (Meets CPS Standard-M5.7.14)

2. Apply at least three of the above theoretical perspectives, demonstrating an ability to examine the helping relationship integrating ethics, values, integrity, use of self, concepts of self- development, mutuality and social justice; with an individual, family, group and/or community as evidenced through written assignments. (Meets CPS Standards-M5.7.1, M5.7.2)

3. Demonstrate ability to critically analyze a multilevel case example from beginning to end using the theoretical models identified in this course. Based on this analysis, the student is able to coherently articulate and explain the social work process involved in the assessment and intervention plan, intervention theories to be used, intervention skills employed; develop administer and identify use of outcome measures in the process, and be able to demonstrate competence in engagement with transition/termination. The student demonstrates integration of knowledge from HBSE, Policy, Diversity and Research into the formulation. (Meets CPS Standards-M5.7.8, M5.4.4)

4. Choosing at least one of the identified theoretical models, demonstrate through in class exercises and discussions the ability to assess the relationships between community and family systemic components in vulnerable life conditions and be able to formulate interventions to address prevention of community and family dysfunction, enhance functioning of communities and families, and help remedial community and family needs. (Meets CPS Standards-M5.)

5. Utilize case and community data for needs assessment to inform program and resource development, maintenance, and enhancement; develop structures to improve delivery; and to choose, design, implement and use appropriate process and outcome evaluation methods for all levels of intervention. (Meets CPS Standards-M5.7.11)

6. Demonstrate ability to articulate a coherent and integrated understanding of violence and its traumatic consequences at the following levels: institutional, interpersonal, structural/cultural
which is manifested both globally and locally. Ability to intervene at multiple levels using the four theoretical models. (Meets CPS Standards-M5.7.8, M5.4.1)

7. Demonstrate ability to select, describe, explain and apply theoretical models in the context of a leadership role in an interdisciplinary team/environment to interpret the social work role/perspective, inform decisions about program and service delivery, and plan and implement a continuum of care and interventions for users of services focusing on vulnerable life conditions, events and circumstances. (Meets CPS Standards-M5.7.14, M5.7.9)

8. Demonstrate ability to describe, explain and apply integrated health and mental health intervention strategies which promote well-being, access to services and strengthen community prevention efforts. (Meets CPS Standards-M5.7.8)

Course Format:

The class will be conducted as a seminar with a combination of lecture, discussion, videos, exercises, group work with each other, and the possibility of guest speakers. Student preparation and participation are integral parts of this learning experience.

The analytical case method approach will be the primary technique used for translating and applying theory into practice. The detailed case studies as well as the cases brought in by faculty and students will provide means for students to develop critical thinking and practice skills in a classroom setting. The case material presented in class may be used for class discussions, in class experiential exercises and for written and oral assignments. The cases will not only provide a bridge between the classroom and the student's field experience, but will allow the student to explore a wider variety of client systems and practice settings than may be encountered through field placements alone.

Teaching to a Career:
I recognize and appreciate the demands and expectations in your fieldwork placement. However, the material, course focus, textbooks, classroom discussions, handouts, recommended and required readings, and written/oral assignments are geared toward preparing the student to his/her career in social work. Meeting in your group of three in and outside the classroom will provide the student with information and knowledge of other client populations and their life issues besides your current MSW II field placement.

By the completion of this two-semester course, students will be educated on issues regarding children, families, health, mental health, medication management, short and long-term treatment modalities, consultation with other systems and professionals involved in your clients’ lives, ethics, political, and organizational issues regarding your work.

Course Texts

Textbooks are available at the Hornet Bookstore on campus. They are also available in the Library Reserve Book Room on 24 hr. reserve. These texts will be used in SW 204D.

Required Texts for SW 204C and SW 204D (spring, 2007):


**Recommended Texts 204CD:**


APA, 5TH EDITION CITATION GUIDE

1. Citation of a work discussed in a secondary source (APA manual, Pg. 247):
Sedenberg and McClelland's study (as cited in Coltheart, Curtis, Atkins, & Haller, 1993) states that...

2. Citing a personal communications (APA manual, p. 214):
L. Rodriguez (personal communication, April 18, 2003) stated that…
(Note: Personal Communications are not cited on final reference list.)

3. Listing a web document on final reference page:

4. Citing an organizational source in text of paper and on final reference page:
• On Reference Page:

- In Text of Paper:
It is believed that the incidence of strokes is on the rise for females (American Heart Association, 2003, p. 23).

5. **How NASW’s Code of Ethics should be listed in text of paper and on final reference page:**

On Reference Page:

In Text of Paper:
The standards in the NASW (1999) Code of Ethics require that…
Social workers are bound by a Code of Ethics (NASW, 1999).

6. **Below are some examples of how to correctly cite an author’s or several authors' works in the text of your paper. You need to pay attention to the details:**
- Johnson (1997) lists a series of “communication rules” that are often demonstrated in the relationships of those who suffer from codependency (p. 268).
- Rodriguez (2000) discusses the crisis of methamphetamine in California’s Central Valley.
- There has been much attention to the methamphetamine crisis in Central California (Rodriguez, 2000).

7. **If you do not have a direct quote, you do not need to put the page number in the citation:**
Rondero (2000) emphasizes the need for macro-level interventions as an essential ingredient to reduce the incidents of babies born with fetal alcohol syndrome.

8. **If you have a direct quote, you need to include the page number in the citation:**
Garcia (1997) states, “…there is much joy in alcoholism treatment work and much pain and despair also” (p. 3).

9. **See the syllabus for correct way to list the textbooks and course reader articles on your reference page.**

**NOTES:**
It is recommended that you purchase the APA manual, 5th edition for comprehensive citation information. You can not take the exact words of an author and claim them as your own. This is called plagiarism and it is against the law. THIS CAN GET YOU DISCHARGED FROM THIS CLASS AS WELL AS THE UNIVERSITY (See CSUS Course Catalog on the consequences of plagiarism). Be careful to summarize what the author has said and put this summary in your own words. This is sometimes difficult for you to know how to do. If you need help with this, see me. Other resources: CSUS Writing Center & the Division of Social Work Writing Tutor.

**Course Format:**
The class will be conducted as a seminar with a combination of lecture, discussion, videos, exercises, group work with each other, and the possibility of guest speakers. Student preparation and participation are integral parts of this learning experience.

The analytical case method approach will the primary technique used for translating and applying theory into practice. The detailed case studies as well as the cases brought in by faculty and
students will provide means for students to develop critical thinking and practice skills in a classroom setting. The case material presented in class may be used for class discussions, in class experiential exercises and for written and oral assignments. The cases will not only provide a bridge between the classroom and the student's field experience, but will allow the student to explore a wider variety of client systems and practice settings than may be encountered through field placements alone.

**Teaching to a Career:**

I recognize and appreciate the demands and expectations in your fieldwork placement. However, the material, course focus, textbooks, classroom discussions, handouts, recommended and required readings, and written/oral assignments are geared toward preparing the student to his/her career in social work. Meeting in your group of three in and outside the classroom will provide the student with information and knowledge of other client populations and their life issues besides your current MSW II field placement.

By the completion of this two-semester course, students will be educated on issues regarding children, families, health, mental health, medication management, short and long-term treatment modalities, consultation with other systems and professionals involved in your clients’ lives, ethics, political, and organizational issues regarding your work.

**Course Format**

This course is conducted on a lecture-discussion-laboratory basis. Students are expected to have read all assigned readings prior to class sessions. Student preparation and participation are integral parts of this learning process. Students will lead and participate in exercises and group discussions about practice and practice issues. This will provide a special opportunity to integrate the field experience with classroom learning. Role-plays, small group discussions, one-to-one exercises, and case presentations from field sites will be utilized. Students presenting field material should safeguard client confidentiality. Students are required to share the course outline with the field instructors in order to provide guidance and integration for both field instructors and students during the field experience. Please speak with your professor – ME - your field liaison, during office hours if you do not believe that your needs are being met in your field placement. I take your Field Placement very seriously. Field is the heart of social work education.

**Course Expectations**

This course demands your active participation. In order to enhance feelings of safety and to create a positive learning environment the following must apply:

- Know your classmates. They will be your learning partners and your peer support.
- Be prompt. Attend class, the whole class period.
- Read the assigned materials.
- Do all your work.
- Get your needs met by interacting with classmates and by raising your concerns and criticism with the instructor.
- Conduct yourself in a professional, productive, respectful, and non-violent manner.

Specifically, you are expected to adhere to the following requirements.

1. **Attendance.** Attendance of the complete class period and participation in discussion are expected and will be graded. Your interest, time, and commitment to the course as well as personal/professional development are highly valued. Attending all scheduled class sessions for the full period and being
prepared for class discussion and activities is required. There is no substitute or make-up for attendance and participation. As a matter of fairness and equity, missing three (3) scheduled class sessions or the equivalent loses a minimum of one (1) letter grade on the final course grade. Missing (4) four scheduled class sessions or the equivalent will result in a failure from the course and will require the student to make arrangements to meet with the Directors of the Graduate Program Director and the Division of Social Work if s/he is to continue in the MSW program.

2. **Plagiarism.** Any form of cheating or plagiarism will result in a failing grade for the course.

3. **Assignments.** It is expected that all assignments will be due on the date indicated on the syllabus, unless a decision is explicitly made and announced in class to change the due date or due to very special and unexpected circumstances. Late assignments will only be accepted with prior permission from the professor. The assignment will be reduced two full letter grades for each week the paper is late. More than 2 weeks late constitutes a failure for the assignment. Papers are to be handed in to the professor in class. If late, they are to be placed in her mailbox with a stamped date by the staff in the Division of Social Work.

4. **Assigned Readings.** Assigned readings should be completed as they correspond with the class schedule.

5. **Writing Style.** Other than those specify in the assignment requirements, apply the *basic* APA (American Psychological Association) style for all written assignments both in the main text and in citing references. Copies of the APA manual (5th edition) are available in the library. All written assignments should be typed and double-spaced. They must be mechanically and stylistically acceptable. Serious deficiencies in areas such as spelling, punctuation, sentence structure, and coherent organization will result in lower grades.

6. **E-mail:** All students are expected to obtain an e-mail account and to check their e-mail regularly. Some class communications will be through e-mail. You may apply for a student account through the university. **You are required to check your e-mail every week by the Tuesday before class.** I will be making various announcements or may adjust reading/ written assignments according to the weekly needs of your class and/or field requirements.

7. **Cellular phone or pager:** Please turn off your cellular phone or pager during class. I reserve the right to hold your cell phone/pager during class time if I determine your cell phone/pager becomes a distraction for anyone in class. If employment or field placement expects you to be “on call” on a regular basis during class time, please switch sections of this class to accommodate your employment/field needs. If you anticipate an on-going personal/family responsibility to be “on call” or available to a family member during class time, please switch sections of this class to accommodate your personal needs.

8. **Field Integration:** The course outline is to be shared with your field instructor and field liaison as soon as possible after the student’s entry into the field placement. This provides guidance for us in supporting the fullest possible integration of field and class learning. The Weekly Sets Assignments are designed to integrate your work in field with class material.

9. **Tardiness:** Being tardy is unacceptable. Class begins at 3:00 p.m. If you are unable to meet these expectations, regardless of the cause, please transfer to another section of SW 204AB which accommodates your schedule. You need to make arrangements to arrive on time. Give all consideration to traffic, parking, getting coffee and food, walking to class, etc. Please note the following consequences of tardiness:

   a. 15 minutes late = ¼ absence
   b. 15 - 60 minutes late = 1/2 absence
   c. 60 – 90 minutes late = ¾ absence
   c. 90 or more minutes late = whole absence

10. **Class break:** We will take a 10 – 15 minute break beginning around 4:30 p.m. You are required to return to class within 10 - 15 minutes of the break, as announced daily by the professor. Chronic
tardiness after break will be noted and will reduce your grade. The professor reserves the right to add an additional absence or fraction absences to your attendance.

**Ethical Practice**

As developing social work professionals, it is expected that students will become familiar with and adhere to the [NASW Code of Ethics](https://www.nasw.org/about-us/ethics/code-of-ethics). This code for professional behavior and conducts should guide your actions in class and in the field agency setting. Ethical violations (e.g., disrespect for colleagues) may result in failure of this course, particularly if the instructor or the field instructor has previously advised a student of the violation(s).

**Students with Special Needs**

Students with disabilities that may require special accommodations are encouraged to contact the Services to Students with Disabilities. (Lassen Hall 1008, phone: 278-6955).

**Course Assignments and Grading**

In addition to the assignment specific instructions, the following criteria are applied:

- **Effective use of knowledge:** the integration of concepts, theories, and information from readings, lectures, class discussions, as well as personal points of view that are presented in professional, rational, and logical manners.
- **Organization:** An introduction, smooth relationship between ideas and between paragraphs, overall structure, and integrative conclusion.
- **Clarity:** understandability, good style and form. Syntax, grammar and spelling. References in appropriate format (use of APA format).

Please remember to always retain a duplicate copy of all your written assignments prior to submitting them for grading in the event of accidental loss or destruction.

Students are expected to complete all the work for the course on time when they are due. When special circumstances arise, the student should seek special permission from the instructor. If you need help or have questions, do not hesitate to contact the instructor.

A grade of "Incomplete" is not given automatically. The grade may be assigned only in cases of illness, accident, or other occurrences clearly beyond the student's control. It is the student's responsibility to fulfill the University's and/or Division's policies and procedures for obtaining an Incomplete for a course grade. Students who fail this policy will automatically be assigned a grade of FAIL for the course.

Each student's final grade will result from combining the grades obtained from all the assignments required by the course.

1. **Oral Participation:** 10% of final grade
2. **Assessment- Diagnosis/ Intervention – Treatment Plan:** 12/18 30%
3. **Weekly Response Write-up Sheets:** Choose 6. Each is worth 10 points. 60%

**I. Oral Participation:** 10% of final grade — You are expected to participate in classroom discussion by integrating material from the readings of the day. While I recognize that some of you are quiet/ reserved individuals, I am asking you to become more vocal and engage with the rest of us. All of you have much to offer each other. I take all your questions as valid and
sincere. If you have a question or input to offer regarding the content of the readings, current discussion, or field placement, assume that you have at least one other colleague who has a similar question/ input to offer. I will not be measuring your participation each day. Rather, I will examine patterns and quality of your input over the entire semester.

II. BPSA/ INTERVENTION & TREATMENT PLAN

Integrative Skills Assessment Protocol - Due: Monday December 18, 2006: 2:00 p.m.
(Jordan, C. and Franklin, C. pp. 39 – 44.

Requirements/ Format:

1. Use a client/ client system from your field placement for this assignment. Discuss this assignment with your field instructor at the beginning of the semester.
2. Follow the outline. “Section III. Client” and “Section V. Theory Base “will provide the most opportunities for depth and breadth responses.
3. 8-12 pages using 12 point type and one inch margins, double-spaced
4. Minimum 12 citations within the text
5. Minimum 6 references required in the Bibliography
6. Spelling/ grammar accuracy/ complete sentences
7. Bibliography and Citations following APA format
8. Clarity, conciseness, critical analysis – do not ramble
9. It is not necessary to repeat information. Examine the outline and decide where in your paper you will provide the information necessary for me to understand what you are saying. Some of the sections of the outline/ paper offer an opportunity to repeat the information. Don’t bother. Provide the necessary information where it would most make sense for clarity and conciseness.
10. SUBSTITUTION: Section V. Please name the theory bases that inform your assessment and treatment plan. Provide a rationale for your selections.

III. Weekly Response Sheets/ Integration of Field

You are responsible for developing answers to the questions for consideration listed on the course outline. These questions are directly related to your readings, and in fact, are at the end of the reading assignments for that session or handed out by the professor. Your answer(s) will be typed in “bulleted fashion, focusing on the essential “critical points” for each question. You are to use these questions to facilitate discussion in your small groups and/or the large class discussion during the class. If you do not have your response set, you will get a zero. No late sets will be accepted. These sets are being graded on the depth and breadth of your thoughts/ clinical considerations, and the completeness of your outlined answer.

When applicable, integrate clients from your field setting. If the material is not applicable, use a client from last year’s field placement, or current employment in a social work-based setting. Length: one page, single spaced. Cover as much of the page as possible. Use one-inch margins.

a) Absent = 0 points
b) No effort/ quality = 2 points
b) Minimal effort/ quality = 4 points
c) Average effort/ quality = 6 points
d) Excellent effort/quality = 8 points
e) Maximum effort/ quality = 10 points

Choose SIX (6) weekly sets from the weekly set questions in your readings.
IV. Groups – I will assign you to groups of 3 for the semester. It is anticipated you will remain in this same group for 204D next semester. Your group will meet in and outside class time to discuss classroom material, do role plays, assist/consult with each other regarding assignments, and provide the venue for working on your final paper. Groupwork is a significant method of social work practice, provides an excellent venue for experiential groupwork learning.

V. Election November 7, 2006 - VOTE
Given the importance of our national, state, and local election, we will provide opportunity for discussion regarding implications of this election on social work practice.

READINGS:

1. Your Roberts and Greene recommended text, Social Workers’ Desk Reference, has multiple chapters on each topic addressed in our readings. Please consider reading these chapters for supplemental understanding and appreciation of the course material.

2. Please bring all your readings/texts to class so you can refer to them during our lecture/discussion and in your small discussion groups.

3. Texts will be used for both 204C & D. They are in the Reserve Bookroom on 2 hr. reserve.

4. Abbreviations noted in weekly readings below:

   1. Webb = Webb
   2. Levy = Levy
   3. Preston and Johnson = P&J
   4. Austrian = Austrian
   5. Corey, Corey, & Callanan = CCC

Class 1: September 7

Topics: Introduction; Course Overview, Requirements, readings, expectations, evaluation Introduction to Theoretical Frameworks; Field Placement Identifications; Group Formations; Informed Consent; Characteristics of Good Records

Handouts: Luepker: Outlines of Chapters 1 – 3

Class 2: September 14

Topics: Social / Interventions in the Context of Mass Violence; Global Scope of Mass Violence; PTSD; Impact on Individuals, Families, Communities; Intergenerational Transmission; Empowerment with Communities

Required Readings:
1. S & P, Chapters 1 and 2
Weekly Set:
1. Discuss the similarities and differences between reactions of mass violence between a) children/adolescents, b) adults, c) elderly, d) families, and e) communities

Class 3: September 21

Topics: Children’s Problems and Needs, Multifaceted Role of the Social Worker for Helping Children; Webb’s Model; Attachment & Bonding; Multicultural Sensitivity; Family Dynamics and Influences; Attachment Disorder as an Antecedent to Violence and Antisocial Patterns in Children; Roots of Attachment; Attachment Style; Use of Self; Avoidant/Ambivalent/Disorganized Attachment;

Required Readings:
1. Webb, Chapters 1 - 2
2. Levy, Chapter 1

Weekly set:
1. Levy: Define secure and insecure/disordered attachment. Why are patterns of attachment referred to as “intergenerational”?

Class 4: September 28

Topics: Diagnosis, Assessment, Characteristics of Integrative Short-Term Treatment (ISTT) for use with Cognitive-Behavioral Therapy (CBT), Interpersonal Therapy (IPT), and Dialectic-Behavioral Therapy (DBT); Building Relationships with all Systems; Interagency Collaboration; Resilience; Cultural Variations; Genograms, Eco-maps, Culturagrams, BPSCA of the Child;

Required Readings:
1. Austrian, Chapter 1
2. Webb, Chapters 3 and 4

Weekly Set:
1. Austrian: Discuss the pros and cons of using DSM with your clients in your placement. Discuss which theories of practice are useful for your work with clients.
2. Webb, p. 99, #2

MOVIE:

Class 5: October 5:

Topics: Treating ADHD as Attachment Deficit in both Adults and Children; Anxiety Conditions; General Principles of Medication Management and Collaboration

Required Readings:
1. Levy, Chapter 2
2. Austrian, Chapter 2
3. P&J – Chapters 1 & 4

Weekly set:
1. Levy: What are the 3 main symptoms of ADHD? How is this related to insecure attachment? (#2 question follows):
2. Austrian/ Levy: Which practice theories are helpful in treating anxiety conditions in your field placement?

Class 6: October 12:

Topics: Contracting, Planning Interventions, Monitoring Progress; Depression, Suicide; Neurobiology of PTSD and Attachment as Evidence-based Practice

Required Readings:
1. Webb, Chapter 5
2. Austrian, Chapter 3 (Depression/Suicide)
4. P&J – Chapters 2

Weekly set:
1. How does a violent environment impact the brain? How is this evidence-based practice?
2. How does interpersonal therapy (IPT) differ from CBT for treatment of depression?

Movie: Star Trek Episode: The Next Generation re: Suicide

Class 7: October 19

Topics: General Principles of Medication Management and Collaboration; Bipolar Conditions/ Mania; Working with the Family; 1:1 Work with the Child

2. Webb, Chapters 6 – 7
3. Austrian, Chapter 3 (Bipolar/ Mania material)

Weekly Set:
1. Bentley and Walsh, p. 45 #2
2. Bentley and Walsh, p. 46 # 5

Class 8: October 26

Topics: Professional Ethics, Steps in Ethical Decision Making, Self-Awareness; Transference and Counter-transference; Client “manipulation” vs. Collaboration; Examining concepts of “Barriers” vs. “resistance.”
Required Readings:
1. CCC = Chapters 1 - 2

Meet in groups and discuss responses to pp. 25-32; 36 – 37.
Meet in groups to discuss ethics, social work practice and election issues.

Weekly set:
1. p. 50-51 Case of Lucia – answer the questions.

Class 9: November 2

Topics: Values and the Helping Relationship; End-of-Life Decisions; Multicultural and Diversity Issues with clients

Required Readings:
1. CCC = Chapters 3 – 4
Meet in Groups and discuss responses to pp. 70-71; 110-111
Meet in groups to discuss ethics, social work practice and election issues.

Weekly Set:
1. What are the main ethical issues that you need to address pertaining to counseling gay and lesbian clients.
2. At what point are social workers ethically obligated to refer a client because of a conflict of values? When would you feel it necessary to refer? Provide a hypothetical situation/ example.

NOVEMBER 7 – VOTE TODAY

Class 10: November 9

Topics: Advanced Clinical Assessments; Practice Models: Brief Therapies: Task-Centered, Solution-focused; Evidence-Based; Attachment Concepts from a Buddhist Perspective; Helping Traumatized Children

Required Readings:
2. Levy: Chapter 4
3. S & P: Chapter 3

Movie: Law and Order Episode re: Childhood Molestation

Class 11: November 16

Topics: Middle Phase: Interventions, Maintaining Focus, Monitoring Progress, Dealing with Obstacles to Change; The Relationship: Working the Transference, Understanding your Counter-Transference Reactions; Schizophrenia
Required Readings:
1. Austrian, Chapter 6
2. G&N, Chapters 5 – 6
3. P&J, Chapter 5

Weekly Set:
1. What type of treatment would you support for a client with schizophrenia?
2. What particular issue(s) relate(s) to a client of yours during middle phase of treatment, per Goldstein and Noonan’s material?

HAVE A PLEASANT AND SAFE THANKSGIVING BREAK
NO FIELD: 11/23 -11/24

Class 12: November 30

Topics: Substance Abuse; Dual Diagnosis; Kinship and Foster Care.

Required Readings:
1. Webb, Chapters 10, 13
2. Austrian – Chapter 7

Weekly Set:
1. Discuss how motivational interviewing can be helpful for addictive behaviors
2. Webb, p. 312, # 4

Class 13: December 7

Topics: Client Rights and Social Worker Responsibilities; Confidentiality; Ethical and Legal Issues; Duty to Warn and Protect; HIV/AIDS related issues

Required Readings:
1. CCC = Chapters 5 – 6
2. Prepare your responses on pp. 152-153; 206-207 for discussion with your group

Weekly Set:
1. What are the ethical / legal dilemmas regarding medication for children? Adults?
2. Report how one of your clients responded to your discussion of informed consent.

Class 14: December 14

Topics: Mass Violence and the Elderly; Elderly and Immigrant Populations; Holocaust Survivors; Impact of Mass Violence on Social Agencies Serving the Elderly

Required Readings:
1. S & P – Chapter 4

Meet in your groups and simulate 3 case conferences presenting your client(s) to each other. Provide consultation and feedback for your colleagues.

Make 3 copies in **outline form** of your paper. Keep one for yourself, give two to your colleagues. Use the outline for your group presentation.

**Final Paper Due:** Monday December 18 at 2:00 p.m.

**Have an enjoyable break and a safe / healthy New Year.**

Class 2: 2/2/06

Topics: The Ending Phase; Closure; Evaluation of Collaborative Work; Children and Families Affected by Illness and Death; Interventions with Communities Affected by Mass Violence

Required Readings:
1. G&N, Chapter 7
2. Webb, Chapter 12
3. S & P, Chapter 7

Weekly Set:
1. Webb, p. 286 # 3;
2. G&N: What are the major tasks of the termination/closure stage in your clinical work? Identify your own feelings regarding “saying goodbye” with a client you have had.