SYLLABUS

Course Description for SWRK 224

This course is designed to help prepare advanced students for clinical practice in mental health related settings. This course builds on knowledge gained in the professional foundation courses and the advanced practice courses. It is expected that students bring to this class knowledge of a wide range of theories of human behavior in the social environment; social policy, mental health, social research and beginning practice skills.

This course is designed to facilitate the student’s integration of theory and practice in clinical social work with children, adolescents, and adults in mental health settings. It compliments their field placement. The perspective is a biopsychosocial one, under the over-arching umbrella of the values and ethics of social work.

Emphasis is placed on multi-dimensional models of emotional disturbance, including the criteria for differential diagnosis and current approaches to understanding of social work practice. Use of different practice modalities including individual, couple, family, group, medication, and milieu is considered. Understanding of cultural and women’s issues, sexism and homophobia are a basic foundation in interventions with oppressed populations.

The key role of the therapeutic relationship is a central focus with special attention to issues of countertransference, cultural differences, life cycle, trauma, class, religion, gender lifestyle, values and beliefs, oppression, and limited resources. In addition to the therapeutic role, other social work roles such as advocacy, social brokering, and interdisciplinary collaboration, and supervision are discussed as appropriate. There will be an emphasis based on strength-based, and evidenced-base practice.

Although the focus is on direct services to clients, the impact of public policy decisions such as managed care and diminishing resources on the lives of clients, as well as on the ability to provide services to them is identified. The need for students to constantly evaluate the quality of the services they provide is discussed, as well as the need for research to validate practice.

COURSE OBJECTIVES

It is expected that students will be able to do the following, as demonstrated by class assignments, discussions, papers, and exams.
1. Demonstrate increased skill in assessing clients, including a DSM-IV TR diagnosis, using a biopsychosocial framework.

2. Demonstrate and sustain a positive working relationship with the client, sensitive to issues of transference and countertransference.

3. Develop in collaboration with the client, and when appropriate, the client’s family, a realistic treatment plan.

4. Demonstrate increased understanding of and sophistication about the use of medication in the treatment process.

5. Demonstrate an increased understanding of the role in biology and trauma in the etiology of mental illness, as well as understanding of the role of environmental and family factors in functioning of the clients.

6. Demonstrate an understanding of the role of public social policy in framing social work practice in mental health.

7. Demonstrate an increased appreciation for the strength of the clients and the importance of working with those strengths, regardless of the client’s diagnosis.

8. Demonstrate an ability to appropriately utilize community resources with clients.

9. Demonstrate an appreciation for the struggles of families of client’s who have been diagnosed with a mental disorder, and an ability to provide services and support to them as well.

10. Demonstrate an understanding of how gender, race, color, ethnicity, class and sexual orientation affect both assessment and practice.

11. Demonstrate an ability to integrate knowledge from different theoretical approaches on the behalf of the needs of a particular client and be able to work with different treatment modalities.

12. Demonstrate that there has been an internalization of the social work role; its ethics, responsibilities and privileges.

13. Demonstrate a degree of comfort with the range of therapeutic techniques, which flow from the theoretical approaches, especially with the careful and thoughtful use of cultural sensitivity.

14. Demonstrate an ability to evaluate one’s own practice.
CLASS REQUIREMENTS

1. It is a basic requirement to attend class. It is not possible to pass this class if there is only sporadic attendance. Please inform the Instructor when you will not be in class; if you miss three classes you must make an appointment to discuss whether continuing is feasible. The learning which will take place in the discussions and laboratory work cannot be replaced by additional assignments.

2. Students will be expected to complete assigned to readings prior to class Attendance.

3. Students will be expected to participate in discussions and in oral written exercises.

4. Students are expected to complete assignments and turn them in on time. There will be a grade penalty for late papers. Papers must be handed in at the beginning of class on the due date. Be sure to make a copy of your papers. All papers should be typewritten, double-spaced, with adequate margins for comments, following APA guidelines.

5. Classroom dynamics must be safe, appropriate, on the topic, undominated, and respectful of diversity of opinion and experience. Consistently insensitive or counterproductive classroom dynamics will not be tolerated.

COURSE ASSIGNMENTS

There will be THREE assignments:

1. The first assignment will be a paper discussing both a client population and a disorder that you have a desire to work with. Address the following in your paper: the disorder and your knowledge concerning the specific disorder (discuss in detail), Why you picked this population and disorder. What transference and countertransference issues may this situation present for you, How did you recognize your transference issues and how will you handle this awareness, Be as introspective as you can (5-7 pages) **Due November 1st**

2. The second assignment will involve the use of a vignette, and will be done in class. Date of this assignment will be Class 10. **Due November 22nd.**

2. The third assignment will be a paper analyzing a MID-PHASE process Recording, or a detailed vignette with treatment plan. **Due December 6. Subject to change**

3-
This Paper Will Consist of Four Parts:

1. Introduction
Briefly describe a) the nature an purpose of your agency; b) Initial presenting problem, original reason for agency’s involvement with this client; c) current presenting problem/the reason for the meeting with this client; d) the number of interviews you have had with this client and a summary of information gathered from these interviews; e) any collateral contacts you have had on behalf of this client and the information gained these and other sources; f) the specific purpose of the interview being recorded; g) the appearance and affect of the client during this interview.

2. The Interview
You are encouraged to tape record and transcribe the interview. If recording is not possible please write the complete interview in the form of a conversation exactly as it occurred. Do not summarize any portions. Whether or not tape-recorded, include all non-verbal behavior observed (yours and the client’s) as well as your (unspoken) thoughts and feelings as they occur during the interview. Please number all lines of your transcription.

3. Analysis
   a) From the client’s verbal and nonverbal communications, give examples of problem/s of the client, and any feelings, anxieties, transference, ambivalence and resistances. Substantiate your answers, giving line numbers.
   b) From your verbal and nonverbal communications give examples of social work values, practice interventions and techniques, and countertransference. If at any point you feel your communication did not reflect values/principles, etc. appropriately what could you have done or said differently? Substantiate your answers giving line numbers.
   c) Indicate your theoretical stance, why is this model an appropriate choice for working with this client, and indicate how you have applied this model in your interviews, giving line numbers.
   d) Was the purpose of the interview achieved? If yes, substantiate your answer; if not what could you have done or differently?
   e) Utilize the practice literature extensively in support of your work.

4. Field instructor’s critique.
Review this process recording with your field instructor. Attach your field instructor’s critique of your interviewing and interventions skills to your paper.
GRADING CRITERIA

1. Complete all the course requirements stated above.
2. There will be a grade penalty for all late papers. One half grade for each day.
3. Class Participation: There will be a grade reduction for missed attendance and/or lack of preparation.
4. Paper 25 pts
5. Vignette 30 pts
6. Analysis of a Process Recording/ or complex vignette and TX plan 45 pts

TEXTS:

The following are REQUIRED.


RECOMMENDED
DSM-IV TR (This will be needed for class but may be available at your placement.


McWilliams, Nancy. Psychoanalytic Diagnosis.
SW 224 COURSE OUTLINE

CLASS 1, SEPTEMBER 6: Introductions, Course Outline, Evaluations and responsibilities.

CLASS 2, SEPTEMBER 13: Multi-dimensional Models of Assessing Emotional Disturbance. READINGS:

1. Goldstein, Short Term Treatment pp. 3-36
3. Peterson, At Personal Risk pp. 1-33

CLASS 3, SEPTEMBER 20: Assessment, Case Formulation, and Treatment.

1. Goldstein, pp. 65-92
2. Peterson, pp. 44-71
3. Preston, pp. 48-68

CLASS 4, SEPTEMBER 27: Keeping Boundaries: Maintaining Safety and Integrity in the therapeutic Process.

1. Goldstein, pp. 92-134
2. Peterson, pp. 72-140


1. Peterson 141-170.
2. Barlow, 332-372

CLASS 6, OCTOBER 11: Understanding and Treatment of Acute Situational and Developmental Issues in Well Functioning Individuals.

1. Peterson, pp. 171-189
2. Goldstein, pp. 134-152

CLASS 7, OCTOBER 18: Understanding the Treatment and Neurotic Level Issues and Inflexible Interpersonal Coping Strategies. Strength-Based and Evidence-Based Practice. Couple Distress. Sexual Dysfunction

1. Barlow, 609-629, 562-605
2. Goldstein, pp. 152-195
CLASS 8, OCTOBER 25: Understanding Anxiety Disorders
   1. Barlow, 1-59, 164-191
   2. Goldstein, pp 196-232

CLASS 9, NOVEMBER 01: Anxiety Disorders continued.
   1. Barlow, 60-149, 209-259
   2. DSM-IV TR Criteria for Anxiety Disorders
   First Paper Due

CLASS 10, NOVEMBER 08: Understanding of Psychotic Level Disorders.
   1. Goldstein. 233-255

CLASS 11, NOVEMBER 15: Understanding Mood Disorders and Consequences of Loss
   1. Preston, 69-95,
   2. Barlow, 264-328, 523-558.

CLASS 12, NOVEMBER 22: Understanding and Treatment of Personality Disorders.
   1. Barlow, 470-518
   2. Preston, 97-117, 164-191
   3. Barlow, 1-59, 154-205

Vignette Done In Class

NOVEMBER 29: Personality Disorders Continued.

CLASS 13, DECEMBER 6: Understanding and Treatment of Substance-Related Disorders, and Impulse Control disorders.
   1. Preston, 194-208.
   2. Barlow 376-466
   3. Goldstein, pp. 255-300

Final Paper Due

CLASS 14, DECEMBER 13: Summary and Review
Please Note: The Instructor reserves the right to substitute assignments if the student’s field placements do not allow for assignments. In the past this has happened, and affected the ability to do a process recording. To make this evaluative process fair for all students the assignments may be altered or changed. You will be made aware of these changes on the first night of class.

Please Note: Concerning the Instructor. I attempt to very approachable and open to communication from my students. Be forewarned that I do not tolerate note passing, or cross talking in class. I have a “thing” about this.

Also, anyone who fails to write their own paper, or plagiarizes the work of another will not only fail the assignment, they will fail the class.

Should you problems in a certain area or need further explanation I will happy to meet with you. I enjoy class participation and ask that you not only be respectful to me, but your fellow students as well. Thanks.