

California State University, Fresno  
Department of Social Work Education  
Location: PHS 108  
Time: 2:00pm – 5:00pm Thursday

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Office Hours: Monday 1-4  
Tuesday, noon-2

**Seminar in Advanced Social Work Practice with Individuals**  
**Social Work 224-Course #71652**  
**Fall 2010**

**Catalog Statement:**

Prerequisite: SWRK 220 and SWRK 221. Concurrent enrollment in advanced year field work, SWRK 282. Develop competence in advanced assessment and intervention, at the individual level, from a strength-based empowerment perspective.

**Course Rationale:**

This seminar links theory from foundation and advanced courses in human behavior and the social environment, policy, research and fieldwork experience to advanced social work practice with individuals. In order to practice effectively with individuals, students must be able critically to evaluate relevant core theories of intrapsychic, interpersonal, social and cultural development, learning, and psychopathology, and to apply these theories with diversity competence in a relationship which serves to empower individuals with whom they work. In current practice settings, the social work professional is often required to diagnose clients, utilizing the classification system of the DSM IV T-R, within a multi-system person-in-situation assessment that incorporates a strength-based, cultural diversity competence perspective. Finally, the social work practitioner must be able effectively to apply relevant interventions in multi-disciplinary settings, in a manner which enhances client strengths and contributes to social justice in institutional and community institutional settings serving individual clients. This course will also address the needs of students after their graduation by providing required knowledge and critical thinking skills for state licensure..

**Course Description:**

This course is designed to prepare the student interested in social work practice with individuals with knowledge for sophisticated assessment and intervention. Within the framework of a competency-based assessment and treatment model, students will learn about adaptive and maladaptive behavior, the signs and symptoms of psychopathology, and the practical applications of diagnostic classification, as well as its limitations and misuses. Students will be apprised of the controversies and changes underway in mental health theories and diagnosis, how these manifest in practice, and the integral role social work professionals must play in the ongoing evolution of theory and practice. Students will be expected to evaluate their own practice with individuals in the context of social work values and ethics, and to contribute to the development of agency and institutional practices which promote social justice and the empowerment of their clients in a diverse regional and global community.

**Educational Goals:**

1. To understand, evaluate, and be able to utilize the current classification system of mental and emotional disorders, DSM IV T R, from a perspective that incorporates empowerment, social justice, and diversity competence, in a multi-systems context.

2. To understand and be able to identify the major behavioral signs of psychopathology (disturbances in behavior, perception, thinking, affect, consciousness, orientation and memory), and its reciprocal effects in a multi-systems context within the context of empowerment, social justice, and cultural diversity competence.
3. To be able to develop a sophisticated multi-dimensional assessment of the individual client, utilizing the person-in-situation perspective of the social work profession, understanding the client in a multi-systems context, from an empowerment, social justice and cultural diversity perspective.
4. To understand and be able to utilize the conceptual framework of psychosocial theory, including the place of ego psychology, cognitive behavioral learning theory, and integrative theories in social work practice with individuals in their multi-systems contexts. To utilize theory in empowerment practice which incorporates cultural competence and facilitates social justice.
5. To understand and be able to apply current interventions with individuals which are specifically designed in response to the needs of multi-cultural and oppressed populations, in multi-systems and global contexts in a manner which promotes client empowerment and social justice.
6. To be able to conduct effective formative and summative evaluation and follow-up with individual clients. To be able to evaluate one's work in the contexts of the client's goals, within the complex multi-systems world of the client, and from the perspectives of empowerment, social justice, and cultural diversity competence.

**Learning Objectives/Outcomes:**

- 1.1 To understand the history of the diagnosis of mental disorders from the 1840's to the present.
- 1.2 To understand the evolution of the DSM classification system, the issues and controversies involved, and the contributions of the social work profession to the process.
- 1.3 To understand the content of the DSM IV T R and be able to utilize it in the diagnosis of individual clients.
- 1.4 To become confident in the ability to contribute the social work perspective, emphasizing the psychosocial context as evident in Axes IV and V, to multidisciplinary treatment team conferencing in a manner which contributes to the empowerment of clients.
- 1.5 To critically examine the DSM IV T R strengths and weaknesses using an empowerment and multicultural perspective.
- 2.1 To identify the content of the Mental Status Examination and relevant standardized instruments for the assessment of depression, anxiety, cognitive functioning and trauma.

- 2.2 To apply the Mental Status Examination and related instruments in the assessment process, including the written component of an assessment report.
- 2.3 To understand the role of psychological testing and psychopharmacology in the assessment and treatment of mental and emotional disorders, and to be able to effectively refer and follow-up on client treatment in related multidisciplinary settings.
- 3.1 To apply a comprehensive competency-based, multi-dimensional assessment model, which incorporates biological, psychological, social, cultural and spiritual components, to individual clients and their contexts.
- 3.2 To apply a collaborative, mutual approach to the assessment process with each client.
- 4.1 To understand the evolution of psychodynamic theory into its current forms of ego psychology, object relations, self-psychology, and intersubjectivist approaches, and be able to apply them to practice with individuals.
- 4.2 To understand the evolution of learning theory into its current forms of efficacy theory, cognitive and multi-modal behavioral therapy, and be able to apply these theories to practice.
- 4.3 To understand current integrative theories and be able to apply them in clinical practice, including, but not limited to, attachment , resiliency, and dialectic behavior theories.
- 4.4 To understand the status of current knowledge concerning neurobiological bases of mental and emotional disorders, the role of medication in their treatment, and the role of the social work professional in clients' understanding, decision to utilize, comply with, and communicate about their responses to medical interventions.
- 5.1 To understand the basic tenets of a multicultural approach to social work practice with individuals, including the role of culture in the mental health assessment and intervention process and ethical standards for culturally competent skills.
- 5.2 To understand the basic tenets of an empowerment approach to social work practice, including the nature and effects of oppression, the participatory nature of the client/consumer role in the intervention process, and the characteristics of strength-based practice.
- 5.3 To understand and be able to utilize solution-focused, ethnographic and narrative approaches to social work with individuals.
- 5.4 To understand and be able to collaborate with natural healers and utilize culture-specific and international practices, such as healing rituals, music, art and other non-verbal interventions in work with individual clients.
- 6.1 To conduct ongoing process evaluations of professional service.

- 6.2 To conduct a summative evaluation of treatment goals, objectives, and intervention.
- 6.3 To utilize self-reflection in the context of an ongoing supervisory relationship, understanding and examining the processes of transference and countertransference as essential components of evaluating the helping relationship.

### **Course Content**

- I. Overview
  - A. NASW Code of Ethics and Standards for social work with individuals; applications and dilemmas in clinical practice
  - B. Outcome research and best-practice evidence
    1. Predictors of outcome
    2. Comparing effectiveness of theoretical orientations
    3. Understanding the diagnostic and intervention process from a multicultural, empowerment perspective
  - C. Intervention as multi-directional and intersubjective.
  
- II. Assessing Mental and Emotional Health, Adaptation and Dysfunction
  - A. Healthy emotional and mental development as differentiated from psychopathology and dysfunction.
  - B. The history and development of the DSM system of diagnosis; issues, uses and misuses, strengths and weaknesses.
  - C. Understanding and diagnosing, using the 5-Axis system of DSM IV T R
  - D. Application of diagnosis to the major categories of mental and emotional illness; symptoms, duration, application to treatment.
  - E. Critical thinking about DSM IV T R and the social worker's professional contribution to diagnostic systems and their ethical uses.
  - F. Assessing psychopathology, cognitive, mental, and affective functioning, using the Mental Status Examination and related instruments.
  - G. Creating a comprehensive person-in-situation multi-dimensional assessment, incorporating bio/psycho/social/spiritual/cultural understanding.
  
- III. Understanding the major theories of causation and related therapeutic approaches
  - A. Biological theories of attachment, mood, anxiety and psychotic disorders; the role of medication in treatment, and the role of the social worker. Physiologically based interventions: exercise, relaxation, guided imagery, meditation, and related practices.
  - B. Modern Psychodynamic Therapies: ego psychology and the mechanisms of defense, self psychology, object relations theory
  - C. Current Learning Therapies: cognitive behavioral therapy, multimodal behavioral therapy;
  - D. Integrative Therapies: dialectic behavior therapy.
  
- IV. Empowering Approaches Which Enhance Culturally Competent, Global Practice
  - A. Ethnographic philosophy and interviewing skills
  - B. Narrative therapy
  - C. Solution-focused therapy
  - D. Strength-based and empowerment practice
  - E. Non-verbal interventions using cultural traditions symbols, music, art
  - F. Working with culture brokers and natural healers.

- V. Self-awareness, Self-reflection, and the Use of Supervision and Consultation
  - A. The nature of transference and countertransference
  - B. Recognizing relationship dynamics of intersubjectivity, projective identification, and utilizing self-awareness to enhance the relationship with the client.
  - C. The nature of the supervisory relationship, problems and strengths, useful and problematic issues in supervision.

### **Required purchases - Texts**

American Psychiatric Association (2000). *Diagnostic and statistical manual of mental disorders. Fourth edition. Text revision. (DSM-IV-TR.)* Washington, D.C.: American Psychiatric Association.

Zide, Marilyn R. & Gray, Susan W. (2008). *Psychopathology: a competency-based assessment model for social workers.* Belmont, CA: Thompson: Brooks and Cole.

Zide, Marilyn R. & Gray, Susan W. (2006). *Psychopathology: a competency-based treatment model for social workers.* Belmont, CA: Thompson: Brooks and Cole.

### **Methods of Instruction:**

Each seminar will meet three hours per week. There will be a combination of presentations by the instructor, readings, and discussion, with emphasis on student participation. All students are expected to attend regularly, to read in preparation for class, and to contribute to seminar discussion. Students are encouraged to bring for discussion experiences with clients in their field placements in order to promote the integration of classroom learning to the world of practice. Additional case material will be introduced to illustrate and clarify discussions. Various teaching media such as audio-tapes, video-tapes, films, and role-playing may be used.

Students will be expected to explore areas related to advanced practice in depth, illustrating the connection between theory and practice. Special emphasis will be placed upon assignments that illustrate practice issues in working with culturally diverse and marginalized populations. This will be accomplished through complex case examples, seminar focused discussion, and written and oral assignments. Ethical and value concerns, issues, and dilemmas will be addressed in case material throughout the semester.

### **Web-based Instruction/Blackboard**

**THIS COURSE IS WEB-SUPPORTED:** The course syllabus, calendar, assignments, and supplemental material are posted on Blackboard. Power points for lectures will be posted after the lecture is presented in class. TO ACCESS BLACKBOARD (Bb) students need a university (CVIP) e-mail account and Internet connection. Your “fresnostate.edu” login and password gains you access to Blackboard. Go to <http://blackboard.csufresno.edu>. The Blackboard Program is no longer supported through Digital Campus. The new program is called **Tilt** and the campus is now using Blackboard 9.1. A brief navigational overview is located at the site mentioned above. For technical difficulties, you may contact the **Tilt Resource Center at 278-7373. They are located on the first**



practice challenges. **Although up to 12 take-home assignments may be handed out and/or posted on Blackboard, only four take home assignments, worth ten points each, must be completed.**

**Audiotaping Assignment:** (20 points) This assignment requires an audiotape of student practice, peer consultation, mutual peer ratings, oral feedback, and a written reflection statement. Students will be given specific written instructions for the completion of this assignment. Both the audiotapes and written ratings and reports must be turned in order to obtain credit. **Note:** With prior permission from the instructor, students may elect to videotape this assignment for observation and feedback from peers, if desired, and if time permits.

**Midterm Paper:** (60 points) Students will be asked to select a diagnostic category to study in depth. This is a research paper which must contain the following components: current theory and research concerning the etiology, symptoms, and course of the disorder; critical analysis or competing theories and research; alternative approaches to intervention and their strengths and weaknesses; **case assessment** applying theory and interventions chosen, with articulate defense of intervention chosen; related ethical and social work value issues. APA format and a minimum of 5 professional journal articles must be read and cited, in addition to any web based sources, DSM IV T R and course textbook citations. Specific instructions for completion of the paper will be provided on Blackboard.

**Final Take-home Exam/Paper:** (60 points) Students will be asked to complete a open book integrative final exam requiring the student to integrate course material as applied to a case vignette. This will be due in the form of a paper one week after the last class. APA format and a reference section are required.

### **Course Policies**

**Attendance:** Students are expected to be present and on time for all classes and to notify the instructor in advance when compelling circumstances make attendance impossible. After two absences, students will lose 10 points per missed class toward their final grade. Attendance is worth 10% of a student's grade or 20 total points over the course of the semester.

**Make/up/Late Paper Policy:** Papers and other class assignments are expected to be submitted on time. Late papers will lose 10 points per day. Under compelling and documented circumstances, and with permission of the instructor, students may be permitted to make up work.

**Use of electronic devices (pagers, cell phones, etc.):** To minimize class disruptions, please turn these devices off during class. If you are required to be "on-call," please advise me at the beginning of class, turn off the "audio," and sit near the door, so you can exit with minimal disruption to the class. Please advise me if you would like to use your laptop in class, record the lecture, etc. Web-surfing and reading e-mail during class are not allowed.

### **University Policies:**

**Students with Disabilities:** Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the building across from Madden Library (278-2811).

## Code of Academic Integrity - Honor Code

Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities. CSU Fresno students will:

- a. Understand or seek clarification about expectations for academic integrity (including no cheating, plagiarism and inappropriate collaboration) as noted by faculty and on class syllabi, university catalogue, university web sites and other referenced sources (APM, 235, 241)
- b. Sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work..”
- c. Take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

### References Policies from the University’s Academic

APM 235 - Policy on Cheating and Plagiarism

<http://www.csufresno.edu/aps/apm/235.pdf>

APM 241 - Policy on Course Syllabi and Grading

<http://www.csufresno.edu/aps/apm/241CourseSyllabiandGradingMay2004>

AOM 336 - University Statement on Faculty Rights

<http://www.csufresno.edu/aps/apm/336.pdf>

**Cheating and Plagiarism:** “Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term ‘cheating’ not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one’s own work.” Penalties for cheating and plagiarism range from an 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University’s policy regarding cheating and plagiarism, refer to the Class Schedule (Policy/Legal Statements) or the University Catalog (University policies).

**Computers:** “At California State University, Fresno, computers and communication links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University’s information resources.”

**Disruptive Classroom Behavior and Class Participation:** “The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect

for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live...Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.”

**Classroom participation** is highly desired and encouraged. The above standards apply as individuals express their opinions on perhaps controversial subjects. This class presents an opportunity to develop skills that will enhance your ability to talk about sensitive content in a strengths based manner that shows respect for others’ opinion, values, and beliefs. Students are expected to present their ideals with respect, sensitivity, a calm demeanor and caring attitude toward others who may have a differing opinion. Posturing, intimidating others, or creating a hostile environment are not examples of positive classroom behavior that supports learning or the development of professional practice. Students who engage in a demeaning manner will be addressed by the instructor and provided the opportunity to engage appropriately.

**Copyright Policy:** Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law and fair use policies. The University encourages you to visit its [copyright web page](#).

Tilt Campus course web sites contain material protected by copyrights held by the instructor, other individuals, or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of the course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

### **Subject to Change**

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you are absent.

## Bibliography

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**COURSE SCHEDULE**  
**Fall, 2010**

<b>WEEK/DATE</b>	<b>TOPIC AND READING ASSIGNMENT</b>	<b>Due Dates and Activities</b>
<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>8/26</b></p>	<p><b>Introduction to Class and Getting to Know Each Other</b></p> <p>What is advanced social work practice with individuals? How is practice with individuals understood in the context of social justice, empowerment, and multi-cultural diversity competence? What predicts successful outcome? What is mental health and well-being? Introduction to the competency-based assessment and treatment model Thinking critically about evidence-based practice.</p> <p><b>Social Justice/Multi-systems Application:</b> Current social policy issues related to work with individuals</p> <p><b>Reading:</b> Gray and Zide Texts - Chapter One in each</p> <p><b>Review on Blackboard:</b> NASW Code of Ethics, CA mandatory reporting requirements,</p>	<p><b>Take Home Assignment #1</b></p>
<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>9/2</b></p> <p><b>BRING DSM IV T R TO CLASS</b></p>	<p><b>Defining Assessment and Diagnosis</b></p> <p>Assessment as multi-systemic, multi-layered, and reciprocal Bio-psycho-social-spiritual-cultural assessment of person-in-situation DSM IV T R Five Axis system: strengths and weaknesses Social justice, empowerment, and applications of DSM; role of social work in ongoing development; DSM and cultural competence; Mental Status Examination</p> <p><b>Practice Skill:</b> In-class application to case vignettes; role play of discussion in multi-disciplinary, diverse settings. Assessing mental status.</p> <p><b>Social Justice/Multi-systems Application:</b> mental health parity legislation and its relationship to DSM; combating abuses of diagnostic systems.</p> <p><b>Reading:</b> DSM IV T R, xi to xxxvi; Page 1 through page 38. Selected handouts.</p>	<p><b>Take Home Assignment # 2</b></p>
<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>9/9</b></p>	<p><b>Postmodern Psychodynamic Theory and Practice</b></p> <p>Evolution of psychodynamic theory from Freud to present. Development of ego psychology, object relations theory, and current thinking psychodynamic theory. Contributions of feminist theory; intersubjectivist approaches, and the neurobiology of attachment.</p> <p><b>Practice skill:</b> Discussion of case vignettes/role play from theoretical perspectives of feminist and intersubjectivist approaches. Applications in both</p>	<p><b>Take Home Assignment #3</b></p>

	<p>clinical and non-clinical settings; ethical/legal issues and evaluation of practice.</p> <p><b>Social justice/multi-systems Application:</b> Insurance policies, psychotherapy, and differential access to quality care.</p> <p><b>Reading:</b> Gray and Zide Treatment Text, Chap. 2</p>	
<p><b>4</b></p> <p><b>9/16</b></p> <p><b>AUDIO-TAPING ASSIGNMENT HANDED OUT</b></p>	<p><b>Postmodern Social Learning and Integrative Theory and Practice</b></p> <p>Evolution of learning theory reviewed. Current integrative applications in multimodal behavior theories. Ethical issues and evaluation of practice.</p> <p><b>Practice skill:</b> Applications to selected practice situations</p> <p><b>Social Justice/Multi-systems Application:</b> When is social learning theory social control? Is the use of reinforcement theory to shape and control behavior in institutional settings ethical? Discussion of sample programs.</p> <p><b>Readings:</b> Gray and Zide Treatment Text, Chapter 2; selected TBA.</p>	<p><b>Take Home Assignment # 4</b></p>
<p><b>5</b></p> <p><b>9/23</b></p>	<p><b>AUDIOTAPING, RATING, FEEDBACK, AND WRITTEN REFLECTION</b></p>	<p><b>Take Home Assignment # 5</b></p>
<p><b>6</b></p> <p><b>9/30</b></p> <p><b>AUDIO ASSIGNMENT DUE</b></p> <p><b>COMBINED CLASS with Wanda McIntosh Room 122</b></p>	<p><b>Psychotic Disorders</b></p> <p>Schizophrenia, Brief Psychotic Disorder, Delusional Disorder, Shared Psychotic Disorder, expressed emotion research, medications; medical, psychoeducational, and recovery models; empowerment practice</p> <p><b>Practice Skill:</b> Assessing for symptoms; explaining diagnosis to client and family; enhancing motivation. Guest speaker TBA.</p> <p><b>Social Justice/Multi-systems Application:</b> relationship of homelessness to psychotic disorders, differential access to treatment. Related legal/ethical issues.</p> <p><b>Readings:</b> DSM IV T R, p. 297-344 and page 734-736. Gray and Zide assessment text chapter 3, Gray and Zide treatment text, Chapter 4; Recommended memoir: Saks, Ellyn. (2007) <i>The Center Cannot Hold: My Journey Through Madness</i></p>	<p><b>Take Home Assignment # 6</b></p>

<p style="text-align: center;"><b>7</b></p> <p style="text-align: center;"><b>10/7</b></p>	<p><b>Mood Disorders, Theory and Practice</b> Identifying classifications of mood disorders in DSM IV T R Current theories of etiological and evidenced-based treatments. Applications to populations at risk in San Joaquin Valley. <b>Practice Skill:</b> Assessing for and preventing suicide; mandatory reporting issues. Developing relapse prevention plan with bipolar client and family. Applications to agency policy and procedures; administering depression scales. <b>Social Justice/Multi-systems Applications:</b> Differential societal risks for suicide; suicide prevention programs; mental health parity. Possible guest speaker tba. <b>Readings:</b> DSM IV T R , p. 345-428; Gray and Zide assessment text, Chapter 4; Gray and Zide treatment text, Chapter 5. Selected postings on Blackboard. Recommended memoir: Jamison, Kay R. (1995). <i>An Unquiet Mind: A Memoir of Moods and Madness.</i></p>	<p><b>Take Home Assignment # 7</b></p>
<p style="text-align: center;"><b>8</b></p> <p style="text-align: center;"><b>10/14</b></p> <p style="text-align: center;"><b>MID-TERM PAPERS DUE</b></p>	<p><b>Anxiety Disorders: Theory and Practice</b> Identifying classification in DSM IV T R, theories of etiology. Current evidence-based treatments and their evaluation. <b>Practice Skill:</b> Developing a treatment plan; practicing behavioral rehearsal and response prevention. Managing one's own anxiety in diverse agency settings and roles; administering anxiety scales. Evaluation of practice. <b>Social Justice/Multi-systems Application:</b> Politics of PTSD; current applications in San Joaquin Valley. San Joaquin Valley and global, international contexts. <b>Readings:</b> DSM IV T R, p 429-485; Gray and Zide assessment text, Chap. 5; Gray and Zide treatment text, Chap. 5. <b>Recommended memoir:</b> Shawn, Allen (2007) <i>Wish I Could Be There: Notes From a Phobic Life</i></p>	<p><b>Take Home Assignment # 8</b></p>
<p style="text-align: center;"><b>9</b></p> <p style="text-align: center;"><b>10/21</b></p> <p style="text-align: center;"><b>COMBINED CLASS WITH Wanda McIntosh Room 122</b></p>	<p><b>Substance Abuse and Dependence</b> Defining classification per DSM IV T R. Current issues in etiology and treatment. 12-step programs and other models of recovery. Defining outcomes. <b>Practice Skills:</b> Assessment, motivational, and confrontation skills. Relapse plan development. Referring an impaired colleague for help. Ethical and legal issues. Possible speaker &amp; film. <b>Social justice/Multi-systems Applications:</b> EAP movement; CSUF faculty pledge; differential access to treatment. <b>Readings:</b> DSM IV T R , p. 191-296. Gray and Zide assessment text, Chapter 10; Gray and Zide treatment</p>	<p><b>Take Home Assignment # 9</b></p>

	text, Chap. 11. Recommended: Alcoholics Anonymous Big Book. <i>Zailckas, K (2005). Smashed: Story of a Drunken Girlhood.</i>	
10  10/28  <b>COMBINED CLASS WITH Wanda Mcintosh, Room 122</b>	<p><b>Personality Disorders</b> Classification per DSM IV T R. and related treatment issues. Role of attachment and abuse in development; co-occurring disorders. Formative and summative evaluation of progress.</p> <p><b>Practice Skill:</b> Dialectic Behavior Therapy (film); guest speaker TBA; management of self-injurious behavior</p> <p><b>Social Justice/Multi-systems Applications:</b> rehabilitation vs. punishment in corrections system; role of social worker in interdisciplinary team and institutional change; professional biases. Ethical issue: accessibility.</p> <p><b>Readings:</b> DSM IV T R, p. 685-730. Gray and Zide assessment text, chap. 9; Gray and Zide treatment text, chap. 10. Recommended memoir: Sonnenberg, S. <i>Her Last Death: a Memoir.</i></p>	<b>Take Home Assignment # 10</b>
11  11/4  <b>COMBINED CLASS WITH Wanda McIntosh, Room 122</b>	<p><b>Dissociative Disorders and Somatoform Disorders</b> Diagnosis per DSM IV T R, issues in differential diagnosis, treatment issues. Evaluation of practice.</p> <p><b>Practice Skills:</b> Dissociative identity disorder and therapeutic management. TBA guest speaker.</p> <p><b>Social Justice/Multi-systems Applications:</b> historical and current politics of DID diagnosis; legal issue re of accountability.</p> <p><b>Readings:</b> DSM IV T R, p. 519-534; 485-513, 165-207.; Gray and Zide assessment text, Chap. 6 &amp; 7, Gray and Zide treatment text, Chap. 7 &amp; 8.</p>	<b>Take Home Assignment # 11</b>
12  11/11	<p><b>Adjustment Disorders</b> Diagnosis per DSM IV T R; crisis intervention and brief treatment models; employee assistance programs and related legal/ethical issues.</p> <p><b>Practice Skill:</b> applying brief treatment model to client situation; crisis/emergency debriefing. Empowerment focus. Evaluating outcomes. Possible roleplays.</p> <p><b>Social Justice/Multi-systems Application:</b> promoting resilience vs. social control; access to insurance coverage</p> <p><b>Readings:</b> DSM IV T R, p. 679-684. Readings on crisis intervention and brief treatment TBA.</p>	<b>Take Home Assignment # 12</b>

<p>13</p> <p>11/18</p> <p><b>TAKE HOME FINAL PASSED OUT.</b></p>	<p><b>Disorders of Childhood and Adolescence</b> Diagnostic categories per DSM IV T R. Promoting resilience and empowerment in families. Dealing with difficult adolescents; ethnographic stances. Evidence-based treatment and evaluation.</p> <p><b>Practice Skill:</b> Adolescents, anger, and ethnography; management of ADHD; interviewing parents</p> <p><b>Social Justice/Multi-Systems Applications:</b> Advocating for children in organizations; declining mental health services for children in San Joaquin Valley</p> <p><b>Readings:</b> DSM IV T R, p 39-134. Readings TBA. Suggested memoirs: Bridge, (2008) <i>Hope's Boy: A Memoir</i>; Fontaine, C. &amp; Fontaine, M. ((2006). <i>Comeback: a Mother and Daughter's Journey Through Hell and Back</i>.</p> <p><b>Eating Disorders</b> DSM IV T R classifications. Current issues in assessment and treatment. Ethical/legal dilemmas</p> <p><b>Practice Skills:</b> confrontation and family intervention. Relapse planning. Evaluation of practice.</p> <p><b>Social justice/multi-system Applications:</b> insurance coverage, social-cultural-gender factors.</p> <p><b>Readings;</b> DSM IV T R, p, 583-597. Gray and Zide assessment text, Chap. 8; Gray and Zice treatment text, Chap. 9.</p>	<p><b>Take Home Assignment # 13</b></p>
<p>11/25</p> <p><b>NO CLASS THANKSGIVING DAY!</b></p>		
<p>14</p> <p>12/2</p>	<p><b>Cognitive Disorders; Aging</b> .DSM diagnostic classifications; special issues in diagnosis and intervention with elders. Depression, delirium and dementia - differential diagnosis. Role of Adult Protective Services (APS) and legal issues (elder abuse and neglect). Strength-based interventions.</p> <p><b>Practice Skill:</b> relationship building, elders and families; end of life issues. Self-determination and ethical dilemmas. Culturally competent innovations.</p> <p><b>Social Justice/Multi-systems Applications:</b> Access to care; fragmentation; cultural change in nursing homes movement.</p>	<p><b>Take Home Assignment #14</b></p>

	<p><b>Readings:</b> DSM IV T R, p. 135-190. Gray and Zide assessment text, Chap 2. Gray and Zide treatment text, Chap. 3. Recommended article: Petrovich, A. (2008). <i>Lessons Learned in the Sandwich</i>.</p> <p>.</p>	
<p><b>12/16</b></p> <p><b>FINAL PAPERS DUE</b></p>	<p><b>FINAL EXAMS DUE 2 PM NO EXCEPTIONS!</b></p> <p><b>NOTE: I CAN NO LONGER PRINT OUT YOUR FINAL. IF YOU SUBMIT ELECTRONICALLY, YOU MUST ALSO SUBMIT A HARDCOPY TO THE SOCIAL WORK OFFICE.</b></p>	
	<p><b>HAPPY HOLIDAYS!</b></p>	

