I. COURSE DESCRIPTION
SWRK 641: Advanced Practice in Mental Health Settings 3.0 Fall
Prerequisites: Completion of foundation year and/or acceptance to the one-year MSW Program and concurrent enrollment in SWRK 643, 653, 648.
Prepares students for differential assessment and intervention with individuals and families with problems representative of the mental health focus area. Students develop knowledge and skills in the psychosocial approach to advanced ethnic-sensitive practice, brief treatment, and structural family therapy. Includes focus on influences of culture, ethnicity, gender, sexual orientation, ability, spirituality and generation on all phases of practice. Students must receive a grade of B or higher in all practice courses, and in all field education practicum courses, in order to proceed in the MSW program. (MSW practice courses include SWRK 608 (321), 609 (322), 610 (323), 612 (302), 642 (342) and 652 (352).

II. PURPOSE OF THE COURSE
This course is an advanced generalist model of social work practice with a focus on mental health. The course is designed to expand the student’s knowledge base of three specific theoretical frameworks for social work practice—Brief treatment, Family Treatment and Psychosocial Treatment. Special attention is given to comparative theories of intervention, with an emphasis on developing practice knowledge and skills in the assessment of family situations, goal setting, contracting, models of intervention and outcome assessment. The differential application of practice knowledge is related to specialized needs of groups characterized by gender-related, racial, ethnic, cultural, generational, and other differences that experience oppression and discrimination. Students learn how to 1) translate theoretical frameworks into new social work practice methods, 2) develop an understanding of collaborative interventions with mental health teams, 3) apply social work practice interventions and methods to enhance social functioning while valuing human diversity, 4) demonstrate different theoretical perspectives through assessment and application of ethical social work practice, and 5) evaluate social work practice intervention as it relates to mental health services. An expected outcome is a more advanced integration of knowledge, values and skills for practice in mental health settings.

III. MAJOR COURSE CONTENT OUTLINE
Unit 1: Prevention
Preventive Education
Outreach To Vulnerable Populations
**Unit 2: Termination & Evaluation**

Termination
- Corrective emotional experience
- Relapse prevention
- Launching

Practice evaluation methods
- The nature of evidence: Recognition and Documentation
- Social Work in the 21st Century

**Unit 3: Psychosocial Treatment**

- The range of techniques in psychosocial assessment and intervention
- The Hollis typology

**Unit 4: Family Treatment**

- The Evolution of Family Therapy
- Structural Family Therapy
- Theoretical Foundations
- Normal Family Development
- Development of Behavior Disorders
- Goals of Therapy
- Conditions of Behavior Change
- Techniques
- Evaluating Theory and Results

**Unit 5: Brief Interventions**

- Context and Rationales
- Principles and Techniques: Theoretical Foundation
- Levels of Intervention: The Engagement and Assessment Process
- Levels Of Intervention: Case Conceptualization And Treatment Plan
- The Intervention Phase
- Brief Treatment with Children and Families

**IV. COURSE OBJECTIVES**

A student who successfully completes this course will be able to:

1. Comprehend the advanced generalist perspective with a focus on mental health services as an approach to solve problems using social work knowledge, skills, and values.

2. Differentially select and use basic theoretical frameworks to apply social work methods in a way that reflects recognition of the effects of social and economic injustice and respect for social and cultural diversity.

3. Learn preventive mental health social work interventions.

4. Use a psycho-social social work assessment (a well-written social history, diagnostic summary and plan of intervention) to integrate, plan, implement, and evaluate mental health interventions that reflect an understanding of multiple systems involved in clients’ lives;
5. Demonstrate an understanding of differential aspects of advanced generalist social work practice with a focus on mental health that are influenced by the culture and unique life of individuals living in the rural communities and small towns of the California North Country;

6. Design and implement interventions, based on Brief treatment, Family Treatment and the Psychosocial Practice models(s), including assessment, use of the professional literature, intervention planning and implementation, selection of techniques, termination, evaluation, follow-up, and documentation;

7. Interpret the effect of culture, ethnicity, socioeconomic status, age, gender, sexual orientation, family structure, disability, religious practice, and employment in doing assessment and planning for intervention in mental health settings;

8. Analysis and evaluate ethical and value dilemmas which may arise in advanced social work practice in mental health settings in addition to suggest professional responses to each which are consistent with the NASW Code of Ethics.

9. Develop an understanding that scientific research builds and supports all aspects of our understanding of mental health service delivery.

10. Understand various methods for analyzing and evaluating social work practice in mental health settings.

V. INTEGRATION WITH OTHER COURSES
This concentration practice course is linked with the knowledge and skills gained throughout the educational career of the student. Students connect the ideas and information they have gained in their previous liberal arts studies, their undergraduate major, their experiences in the field, and their own personal research with the material being presented in his course. Building on the perspectives and approaches introduced in the foundation human behavior and the social environment courses SWRK 301, 302, and 324, and the foundation practice approaches introduced in SWRK 302, 321, 322 and 324, students learn about more advanced interventions using structural family therapy, strategic family therapy, brief therapy approaches, and the psychosocial method. Students include field experiences, their own case studies, and pre-prepared case studies in their written analyses of these practice approaches.

This course is conceptually integrated with SWRK 343, Assessment of Individuals and Families. From all of their academic experience, but particularly field placement, students integrate social work values, ethics, skills, and self-awareness to continue developing their professional selves.

A variety of instructional methods are used in this course, including lecture, discussion, collaborative learning, problem-based learning, field-based case studies, role-play, videotapes, videotaping, and class presentations. Emphasis will be placed on the integration of field placement experiences and course content through such tools as case consultation, learning journals and logs, case studies, role plays, and written assignments requiring the application of theory to practice with individual clients in students' field placement settings. Your participation is expected as it will make the material more meaningful.
VI. COURSE LEARNING ENVIRONMENT

A. Students with Disabilities or Physical Limitations

It is the responsibility of students with a disability or physical limitation to initiate requests for services and accommodations at Disability Support Services, University Center, (530) 898-5959 v/t, (530) 898-4411 fax, e-mail dss@csuchico.edu. Students with a disability are encouraged, but not obligated, to register with DSS. After reviewing the student’s records, the DSS adviser will determine eligibility and consult with the instructor to facilitate access. If you need assistance in evacuating the building during a fire or other emergency please inform the instructor immediately so that arrangements can be made for your safety.

B. Attendance

Students are expected to attend all class meetings. Absence from class, whether "excused" or "unexcused," may result in a lowered course grade or, in extreme instances, in the awarding of a failing grade for the course.

C. Policy on Academic Honesty

It is expected that all students will conduct themselves with honor and honesty regarding their academic work during the course. All academic dishonesty, including cheating, plagiarism, and misrepresentation is prohibited. Please read the university policy regarding academic misconduct located in the University catalog and MSW Student Handbook. It includes taking information, providing information, plagiarism, misrepresentation, and other forms of academic dishonesty. Deliberate failure to properly cite another’s work is cheating.

D. Writing Standards

All papers are to be double spaced with one-inch margins and 12-point font. After you spell check your papers, be sure to proofread again to ensure that simple spelling and grammatical errors do not detract from the presentation of your work. Areas in which grammatical errors frequently occur are homonyms, possessive forms of nouns and pronouns, and consistency of tense. American Psychological Association (Fifth Edition) documentation is required. You are required to use the writing guidelines as described by CSUC and professional writing standards. The use of nonsexist language is expected in class discussions and written assignments.

E. Evaluation

Students’ work will be graded on criteria for each assignment, exam, level of participation, etc. as described for the course as a whole. They are encouraged to meet with the instructor regarding any request to change a particular assignment or requirement to better meet her or his particular goals or learning needs.

Students are encouraged to meet with their instructors to provide feedback regarding relevance of course content, reading assignments, texts, evaluation methods and other learning experiences. This is the best way for students to provide feedback to the instructor for ongoing evaluation and course/curriculum improvement. Students also have the opportunity to provide feedback through the university’s formal Student Evaluation of Teaching (SET) process.

F. Report in Progress (RP) Grades and Withdrawing from the Course

Report in Progress grades are designed primarily for multi-semester projects given only in rare instances. To be considered, a student must have a passing grade and be up to date on assignments. Unless pertaining to a multi-semester project, all RP must be cleared prior to the beginning of the next semester. If RPs are NOT cleared prior to the beginning of the next
semester, students will be prevented from proceeding in the MSW program. Also see the University Catalog for details. University polices also specify the criterion for withdrawing from classes during certain time periods of the semester. Please also consult the catalog for these policies. Late drops are allowed after the official drop date only for medical or other compelling reasons.

G. Cell Phones / Pagers
   The classroom is a professional environment; please respect this environment by turning cell phones and pagers off or alternatively, setting them to the ‘vibrate’ mode. If you are expecting to be contacted during class, notify the instructor before the class begins and take a seat near the door where you will be able to leave the room quickly and quietly so as to not to disrupt the learning experience of your colleagues.

H. Confidentiality
   Learning products or discussions associated with the class will be treated as privileged; as such, they will not be shared beyond the classroom with three exceptions: 1) those discussions that indicate the likely endangerment or the compromising of the well-being of enrollees or specific persons identified as being targeted for such activity; 2) those discussions related to consultation with faculty regarding classroom conduct and student learning; and 3) those learning products that are referenced by the School of Social Work as one aspect of the instructor’s retention, tenure and promotion (RTP) process and the general education review process. Student learning products included in review processes will be modified in such a way as to safeguard the identity of the student(s) and the identity of his/her/their object of study.

VII. COURSE REQUIREMENTS AND ASSIGNMENTS
A. Required Reading
Reader available through electronic reserves.

B. Recommended Reading
There may also be additional readings from newspapers, news magazines and journals to enhance your understanding of current social work practice.

C. Assessment of Student Learning and Grades
Grades are determined by each student’s point totals applied to the following percentages:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>94 - 100</td>
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<tr>
<td>A-</td>
<td>90 - 93</td>
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<tr>
<td>B+</td>
<td>87 - 89</td>
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<tr>
<td>B</td>
<td>84 - 86</td>
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<tr>
<td>B-</td>
<td>80 - 83</td>
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<tr>
<td>C+</td>
<td>77 - 79</td>
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<td>C</td>
<td>74 – 76</td>
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<tr>
<td>C-</td>
<td>70 - 73</td>
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<td>F</td>
<td>≤ 70</td>
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D. Course Assignments and Exams
1) Papers
   Each student will be required to write 3 papers that integrate and synthesize material learned in class with field placement and/or work experiences. Since there are no exams, it is essential that students make specific reference to the readings and course textbooks. These papers should reflect the student’s thoughts, ideas, and insights especially with regard to the application of theory to practice. Each paper is worth 20% of the course grade.
Paper #1: This paper should integrate readings and discussions from Unit 1, 2 & 3. In addition, this paper should reflect the student’s ability to assess and design an intervention plan from the Brief Treatment perspective. The student should provide the following:
(a) Brief description and summary of a family, child, or youth client that the student has interviewed or worked with. This should include basic demographic information; the referral source; the motivation of the individual; relevant interpersonal concerns; other relevant larger system influences including sources of stress and support (an ecomap); and the client’s strengths and a discussion of how the student used these strengths to enhance the therapeutic process. 
(b) Clearly identify the concerns as presented by the client. 
(c) Include discussion on:
• define the concern and assess a problem the client is experiencing using a psychosocial theoretical perspective 
• define the goals 
• design an intervention plan selecting specific techniques consistent with the theoretical perspective and how they should be applied. Discuss the rationale for your selection. 
• describe ways that you would evaluate the effectiveness of your intervention strategy. 
• discuss the limitations of this approach as it applies to the situation and any unintended negative consequences. 
• discuss at least 3 preventative interventions for follow-up care 
(d) Personal reactions to the case material

This paper is due during the month of October

Paper #2: This paper should integrate readings and discussions from Unit 1, 2, & 4. Same Format and Organization as Paper #1, except use Structural Family Treatment Perspective.

This paper is due during the month of November

Paper #3: This paper should integrate readings and discussions from Unit 1, 2, &5. Same Format and Organization as Paper 1 & 2, except use Brief Interventions in Social Work Practice.

THIS PAPERS REQUIRE REFERENCES FROM CURRENT LITERAURE AND TEXTS. APA format is required.

The papers will be evaluated using the following criteria: 
(1) Quality of the integration and application of readings and course text references with social work practice; 
(2) Correct and thorough assessments, intervention plans, and evaluations; 
(3) Overall sensitivity, ethical application and attention to strengths, larger systems and empowerment; and 
(4) General writing skills, conformity with APA format.

The written assignment should include all relevant information about the case such as the practitioner’s assessment, perhaps behaviors exhibited by the client, the functioning level of the family, planned intervention and the rationale for the intervention. As all assignments, APA writing mechanics are required. The paper should be NO longer than 10 pages of text, double spaced, 12-pt font.
Students will be graded on the following criteria: presentation of assessment information, level of functioning, intervention introduction and implementation, adhering to time and exercise tasks, demonstration of skill in pairing assessment, rationale for intervention, and APA writing mechanics.

2) Presentations
Each student will give a one presentation on Termination and evaluation of a direct practice intervention. Students will be limited to a 12-15 minute presentation. The presentation should include a brief history, assessment, intervention plan—all of which should be very brief with the focus of the presentation being on the evaluation/termination process—what worked, what did not and why. These presentations will be during the last class meetings. **Presentation is worth 10% of the course grade.**

The presentation will be evaluated on:
1. Quality of the integration and application of readings and class discussions with social work practice with individuals;
2. Correct and thorough assessments, intervention plans, and evaluations/termination;
3. Overall sensitivity, ethical application and attention to strengths, larger systems and empowerment; and
4. Ability to communicate the above information.

**Assignment Grades**

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<tr>
<th>Assignment</th>
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<td>Paper #1</td>
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<td>Paper #2</td>
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<td>Paper #3</td>
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<td>Participation and contribution to group inquiry and learning</td>
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<td>Presentation</td>
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<td><strong>Total</strong></td>
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**VIII. WEEKLY COURSE SCHEDULE**
The following schedule is provided as a guide, however variations may occur. Readings should be completed prior to the specified weeks in order to stay caught up. **Class activities will be based on the assumption that you will have completed the assigned reading prior to coming to class.**

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Topic/Assignments Due</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug. 25</td>
<td>Introduction &amp; Overview</td>
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<tr>
<td>2</td>
<td>Sept. 1</td>
<td>Unit 1: Prevention</td>
<td>Electronic Reserves</td>
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<td>Preventive Education</td>
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<td>A Rationale For Prevention</td>
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<td>Stress: An Overview</td>
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<td>Stress Management Interventions</td>
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<td>Health Promotion Programs</td>
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<td>Life Skills Training: Promoting Personal Competence</td>
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<td>Outreach To Vulnerable Populations</td>
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<td>Defining Vulnerable Populations</td>
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<td>Model Outreach Programs</td>
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<td>Crisis Intervention And Suicide Prevention</td>
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<td>Systems Theory and Environmental Influences</td>
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3 Sept. 8 Unit 2: Practice Evaluation Methods and termination  Electronic reserves

4 Sept. 15 Unit 4: Psychosocial Treatment  Woods & Hollis
Overview of the Hollis typology of psychosocial casework
Its influence on the evolution of social work practice
Its incorporation of other models of practice

5 Sept 22 Unit 4: Psychosocial Treatment  Woods & Hollis
The use of “Sustainment,” “Direct Influence,” and “Exploration-Description-Ventilation” in direct practice
Situations and contexts in which their use is vital and appropriate
Situations and contexts in which their use may be counterproductive
Forms of sustainment, direct influence, and exploration
Ethical issues in the use of sustainment, direct influence, and exploration in social work practice

6 Sept. 29 Unit 4: Psychosocial Treatment  Woods & Hollis
The use of “Reflective Discussion of Person-Situation Configuration,” “Reflective Consideration of Pattern-Dynamic and “Developmental Factors” in direct social work practice
Situations and contexts in which their use is vital and appropriate
Situations and contexts in which their use may be counterproductive
Forms and levels of these treatment methods
Ethical issues in the use these treatment methods in social work practice

7 Oct. 6 Unit 4: Psychosocial Treatment  Woods & Hollis
The client-worker relationship
Initial interviews and the psychosocial study

8 Oct. 13 Unit 4: Psychosocial Treatment  Woods & Hollis
Assessment and diagnostic understanding
Choice of treatment objectives
Choice of treatment procedures

9 Oct. 20 Unit 4: Family Treatment  Electronic Reserves
The Evolution of Family Therapy
Conceptual shift from Individuals to Systems
Small Group Dynamics
The Child Guidance Movement
The Influence of Social Work
Research on Family Dynamics and The Etiology of Schizophrenia
Marriage Counseling
From Research to Treatment: The Pioneers of Family Therapy
10 Oct. 27 Unit 4 Family Treatment
Family Oriented Casework
History
Concepts
Case discussions

11 Nov. 3 Unit 4: Family Treatment
Structural and Strategic Family Therapy
History
Concepts
Case discussions

12 Nov. 10 Unit 5: Brief Interventions
Context and Rationales
Organization and Service Delivery Changes
Implications of Managed care for Practice
Brief Therapy and Managed Care
Rationale for Brief Treatments: Empirical Support
Brief Treatment and Culturally Relevant Services
Social Work Values and Time-Limited Practice
Principles and Techniques: Theoretical Foundation
Basic Principles of Brief Treatment Techniques
Common Brief Treatment Techniques
Brief Treatment: A Conceptual Framework
Systematic Time-limited Work: Theoretical Foundation
Cognitive-Behavioral Problem-Solving Interventions
Constructivism
Solutions-Focused Therapy
Trauma Intervention
The Resiliency-Vulnerability Model

12 Nov. 17 Unit 5: Brief Interventions
Levels of Intervention: Engagement and Assessment Process
The Levels Of Intervention / Levels of Function
Engagement Strategies With Involuntary Or Mandated Clients
The Stages Of Change Model
Engagement Issues With Culturally Diverse Clients
Assessment In Brief Assessment In Brief Treatment
Risk Assessment And Level Of Impairment
Precipitating Factors And Personal Meaning
Assessment Instruments
Multi-system Assessment
Assessment Of Interpersonal Dynamics
Culturally Informed Assessment
Assessment Of Strengths And Resources
Focus Selection

Electronic Reserves
Levels of Intervention: Case Conceptualization & Treatment Plan

Case Conceptualization
Treatment Plan
Levels Of Intervention Model
Selection of Modality
Selection of Time Frame
Accountability
Contracting

13 Nov. 24
THANKSGIVING BREAK

14 Dec. 1
Unit 5: Brief Treatment
Corwin

The Intervention Phase
- Early Intervention Strategies
- Homework: Promoting Action
- The Middle Phase Of Treatment
- Monitoring Treatment Progress
- Lifetime Stress Management Skills
- Dealing With Obstacles To Change
- Termination

Brief Treatment with Children and Families:
Family Service Agencies
- Changing Paradigms In Child And Family Services
- Implications Of Resiliency Studies For Brief Treatment
- The Collaborative Relationship
- Brief Treatment With Families And Children
- Engagement And Assessment Issues With Children And Adolescents
- Treatment Plan: Selection Modality And Practice Interventions
- Individual Intervention With Children And Adolescents
- Brief Child Therapy

15 Dec. 8
Unit 5: Brief Treatment
Corwin

Brief Social Work Practice In Health Care
- Social Work And The Health Care Revolution
- Social Work Roles In The New Health Care Environment
- Time-Limited Social Work Practice
- Single-Session Therapy: Acute And Non-acute Settings
- Brief Treatment Of Medical Crisis
- Coping With A Child’s Chronic Illness
- Group Therapy For Medical Crisis
- Caregivers Group
- Brief Interventions With Victims Of Violence And Abuse
- EAP Assessments

Exceptions, solutions, and the future focus
Solution-focused interviewing with child protective services clients
Co-constructing cooperation with mandated clients

16 Dec. 15
Presentations
Bibliography


