I. CATALOG COURSE DESCRIPTION

This is the first of a two-part course sequence that emphasizes health and mental health delivery within a systems theory and an advanced generalist practice skills framework. The course includes case studies and exercises aimed at practice with diverse populations in rural areas. Instruction on diagnosis using psychopathology and the DSM-IV is provided. Prerequisite: completion of foundation courses or advanced standing and SOCW 502, 512, and 522.

II. COURSE OVERVIEW

This is the first course in the health/mental health practice concentration. This course emphasizes the assessment/diagnostic phase of social work practice, with special attention to the use of the DSM-IV in the context of advanced social work practice. Social work practice skills and values useful in work with individuals, families, groups, organizations, and communities in health and mental health settings are examined. Special attention is given to the impact of gender, race, ethnicity, disability, sexual orientation, age and rural location in health and mental health practice. Subjective meanings of health and illness to individuals, families, their larger communities, and to the social worker her/himself will be considered. Specific physical illnesses and mental health conditions related to the students-client populations will be considered.

III. PLACE OF COURSE IN THE PROGRAM

This is the first course in the health/mental health practice concentration in the second year of the M. S. W. curriculum.

IV. COURSE OBJECTIVES

At the conclusion of this course, students will be able to demonstrate the following course competencies.

1. Apply the principles of systems/perceptual control theory to advanced social work practice in health and mental health settings with client systems of all sizes including: individuals, families, groups, organizations, and communities.

2. Apply the principles of the strengths perspective to advanced social work practice in health/mental health settings with client system of all sizes including: individuals, families, groups, organizations, and communities.
4. Demonstrate the applied use of the DSM-IV in the assessment of selected psychopathology and psychosocial problems.
5. Recognize the structural mechanisms of oppression and discrimination in health and mental health practice settings as they relate to race, ethnicity, age gender, sexual orientation, poverty, and rural settings.
6. Analyze the reciprocal impact of acute and chronic mental and physical illness on individuals, their families, and their communities.
7. Appreciate the collaborative nature of interdisciplinary health and mental health care in the context of social work practice.
8. Negotiate appropriate interventions with health/mental health clients, their families, and their communities with focused attention to needs regarding gender, race, age, disability, ethnicity, sexual orientation, and rural locations.
9. Incorporate the values and ethics of professional social work and the professions commitment to client empowerment to practice in health and mental health settings with attention to the requirements of managed care.
10. Evaluate select research in the health and mental health literature and critically analyze the implications for rural, advanced social work practice in health and mental health care settings.

V. REQUIRED TEXT


RECOMMENDED TEXT


VI. COURSE REQUIREMENTS

Attendance Policy: In order to create a reflective group experience, attendance and participation are expected. Three unexcused missed classes will result in a 5% reduction in the final grade.

Students are expected to complete the required reading before each class session and submit all assignments on time according to the course syllabus. If you must miss class, make sure to inform the instructor as soon as possible and make arrangements to complete any missed work.
Written Assignments: All written assignments for this class should be typed, double-spaced, and edited with full paragraph structure. Students should use APA style (Publication Manual of the American Psychological Association, 6th Edition) in writing/formatting their written papers.

There will be four required assignments – development of a clinical case, a clinical case record focusing on intake, assessment, and diagnosis using this clinical case, a class presentation on an assessment or diagnostic instrument relevant to a specific health or mental health condition, and a final clinical paper addressing practice related questions in the context of the same case.

Note: Assignments will be discussed in greater detail over the course of the semester as relevant content is covered in class. Students should draw from various sources to complete assignments including class content, readings, and additional research.

Clinical Case: Students will develop a detailed case study describing an individual presenting with at least one primary health and mental health condition. Information regarding the individual’s signs and symptoms, functioning status, social history, personal factors, family situation, and environment (including home, work, school, and/or community) should be included to provide a better understanding of the case. The finalized case should be 2 pages.

Clinical Case Record: Students will take their clinical case and develop components of a case record focusing on intake, screening, and assessment. Students will be provided with several forms for completion using their case. Students will use the DSM-V to identify appropriate diagnoses as well as the International Classification of Diseases (ICD-10). Students will complete the International Classification of Functioning, Disability and Health (ICF) Checklist Clinician Form to supplement DSM-V and ICD diagnosis. Specific forms will be provided on D2L. Additional guidelines and instruction will be provided throughout the semester.

Class Presentation: Students will work in pairs, select a health or mental health condition, and identify one relevant assessment/diagnostic instrument relevant for that health/mental health condition. Student pairs will present for 30 minutes to the class on this diagnostic/assessment tool including the purpose of the instrument, a brief history of its development, an overview of the actual tool, and its scoring system. Student observers/participants should be prepared to think critically and ask insightful questions during the presentation.

Clinical Practice Paper: Students will write a final paper (6 pages excluding references) based on their individual clinical case. Each paper must address the following:

1. What legislation and policies relate to your case and practice? (1 page)
2. How has technology affected your case? (1 page)
3. What are typical clinical and practice organizations that would be involved in your case and what types of interdisciplinary teams would you expect to be part of? (1 page)
4. What are two realistic strategies and interventions in working with the clinical population reflected in your case? (2 pages)
5. What use of resources outside of the primary therapeutic relationship would be expected? (1 page)
VII. GRADING

Clinical Case Study 10%
Clinical Case Record 30%
Class presentation 20%
Clinical Practice Paper 40%

Written assignments that are turned in on time will be evaluated based on the following criteria:

A = “Excellent” Each component of assignment is fully addressed, well-substantiated, comprehensive, clear and well-organized, and demonstrates thoughtful reflection appropriate to assignment requirements.

B = “Good” All requirements are met but quality of written work reflects some issues with concepts and their application; overall product is insightful.

C = “Satisfactory” All of the assignment requirements are met, but parts are not well-written, well-presented, and/or well-supported.

D = “Unsatisfactory” The work does not meet course expectations. Assignment requirements are not adequately addressed and content of work is not sufficiently developed/supported; overall product shows poor quality of work.

Course Grades will be based on 100 points where:

A = 90-100%, B = 80-89%; C = 70-79%; D = 60-69%, F = 59% or less

VIII. COURSE EVALUATION

This course will be evaluated using the standard SIUC Instructor and Course Evaluation forms.

IX. COURSE OUTLINE
<table>
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<tr>
<th>Class Date</th>
<th>Discussion Topic/Reading Assignment</th>
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| August 20th | Introduction to Class, Health and Mental Health Social Work Practice  
Activity: Structure of the class; Course objectives, requirements, expectations |
| August 27th | Practice in Context (DSM-V, ICD, ICF, and CPT) and Related Issues for Clinical Social Work (Ethics, Confidentiality, Contracts, Goals, Time, Strategies, Interventions, Technology, Psychopharmacology)  
Reading: Brandell Chapter 28 Psychopharmacology  
Dhooper, Chapter 1 Introduction |
| September 3rd | Frameworks for Clinical Practice - Systems Therapy  
Reading: Brandell, Chapter 1  
Dhooper, Chapter 2 Health Care Settings: Their Past |
| September 10th | Frameworks for Clinical Practice - Behavioral and Cognitive Theories  
Reading: Brandell, Chapter 2  
Dhooper, Chapter 3 Future Needs of Health Care |
| September 17th | Frameworks for Clinical Practice - Psychoanalytic Theory  
Reading: Brandell, Chapter 3  
Dhooper, Chapter 4 Social Work in Acute Care |
| September 24th | Frameworks for Clinical Practice - Neurobiology & Clinical Social Work  
Reading: Brandell, Chapter 4  
Dhooper, Chapter 5 Social Work in Ambulatory Care |
| October 1st | Specific Treatment Modalities - Clinical Practice with Children  
Reading: Brandell, Chapter 5; Kerson & McCoyd, Chapter 1  
Dhooper, Chapter 6 Social Work in Illness Prevention and Health Promotion |
<p>|           | PRESENTATIONS START (2 pairs/week) |</p>
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<tr>
<th>Class Date</th>
<th>Discussion Topic/Reading Assignment</th>
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<tbody>
<tr>
<td>October 8th</td>
<td><strong>Specific Treatment Modalities - Clinical Social Work with Adolescents</strong></td>
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<td>Reading: Brandell, Chapter 6</td>
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<td>Dhooper, Chapter 7 Social Work in Long-Term Care</td>
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<td>October 15th</td>
<td><strong>Specific Tx Modalities - Family Therapy: Systemic Approaches to Practice</strong></td>
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<td>Reading: Brandell, Chapter 7</td>
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<td>Dhooper, Chapter 8 Thriving in Health Care</td>
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<td>October 22nd</td>
<td><strong>Specific Tx Modalities: Cognitive-Behavioral Therapy with Adults</strong></td>
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<td><strong>CLINICAL</strong></td>
<td><strong>RECORD DUE</strong></td>
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<td>Reading: Brandell, Chapter 8</td>
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<td>Kerson &amp; McCoyd, Chapter 21 We are not alone, A support group for loss after diagnosis of fetal anomaly</td>
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<td>October 29th</td>
<td><strong>Specific Treatment Modalities: Psychoanalytic Psychotherapy with Adults</strong></td>
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<td>Reading: Brandell, Chapter 9</td>
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<td>Kerson &amp; McCoyd, Chapter 15 Returning veterans, traumatic brain injury, and Veterans’ Administration services</td>
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<td>November 5th</td>
<td><strong>Specific Tx Modalities: Couple Therapy</strong></td>
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<td>Reading: Brandell, Chapter 10</td>
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<td>Kerson &amp; McCoyd, Chapter 3 Intimate partner violence in the NICU</td>
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<td>November 12th</td>
<td><strong>Specific Tx Modalities: Group Treatment with Children and Adolescents</strong></td>
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<td>Reading: Brandell, Chapter 11</td>
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<td>Kerson &amp; McCoyd, Chapter 22 Spina bifida and physical activity</td>
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<td>November 19th</td>
<td><strong>Specific Tx Modalities: Group Treatment with Adults</strong></td>
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<td>Reading: Brandell, Chapter 12</td>
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<td>Kerson &amp; McCoyd, Chapter 24 A hospital-based support program for women with gynecologic cancer and their families</td>
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<td>November 26th</td>
<td><strong>NO CLASS – UNIVERSITY THANKSGIVING HOLIDAY/BREAK</strong></td>
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<tr>
<td>December 3rd</td>
<td><strong>Last class – FINAL PAPERS DUE</strong></td>
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X. BIBLIOGRAPHY


