San José State University  
School of Social Work  
ScWk 281, Social Work in Health and Mental Health,  
Code #48839  Section # 2, Fall Semester 2012

Instructor: Mae Conroy  
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Email: Maryjane.conroy@sjsu.edu; mae.conroy@wvm.edu  
Office Hours: Monday 4-5 PM  
Class Days/Time: Monday 6:45-8:45 PM  
Classroom: Sweeney Hall Room 411

Web Page and MYSJSU Messaging
Copies of the course materials that are specific to this section, such as the syllabus, major assignment handouts, etc. may be found on the course website link provided the first day of class. You are responsible for regularly checking with the messaging system through MySJSU.

Catalog Description
Knowledge and skill development for multi-systems practice in health/mental health settings. Emphasis on Latino/a, African American, and Asian American clients/client systems interacting with service delivery systems. Conceptual frameworks for practice at micro, mezzo and macro levels. (3 units. An elective)

Course Description
The course “Social Work in Health/Mental Health” explores multiple facets of social work practice applying multi-systems and transcultural perspectives in health and mental health settings with diverse populations. The course places special emphasis on theories and tools used for assessment, treatment plan development, intervention, and evaluation of work with vulnerable populations also experiencing health problems or having been diagnosed with mental disorders. The combination of life circumstances, the consequences of health/mental health problems, the sequelae of fragmented and poorly coordinated treatment systems, and the resulting stigma lead to a number of challenges that further places vulnerable populations at-risk. The emphasis of the course is on providing students with knowledge of critical health problems faced by marginalized and disenfranchised members of society—including relevant cultural, political, economic and social issues—and clinical practice skills and methods used by social workers, and health and mental health service providers from an empirical evidence-based perspective.
Course Student Learning Objectives

The following Competencies/Program Objectives (PO) are realized through this course:

PO 2. Apply ethical principles, codes of conduct and professional social work values skillfully in practice and in resolving ethical conflicts.

PO 3. Apply critical thinking skills using logic, scientific inquiry, and reasoned discernment in order to synthesize information, communicate professional judgments, and practice effectively in the context of specific fields of practice.

PO 4. Engage diversity and difference in practice

PO 5. Advance human rights and social and economic justice.

PO 6. Demonstrate capacity to work effectively in the role of a professional social worker within the context of a field of practice.

PO 7. Apply knowledge of human behavior and the social environment.

PO 9. Recognize and respond effectively from a multi-systems perspective to trends and emerging issues in a field of practice.

PO10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

PO 10. Consistently move among the roles of a social worker and intervene effectively in those roles, including enhancing client strengths, acting as a client advocate and skillfully handling transitions and terminations.

Upon completion of ScWk 281 students will be able to:

1. Discuss tools and techniques for social work assessment in health and mental health care settings. M2.7 (Assess and Intervene)
2. Articulate knowledge about social work interventions in health and mental health practice. M2.7 (Assess & Intervene)
3. Evaluate critically the strengths and limitations of theories for use in practice from a multi-systems perspective in health and mental health. M2.5 (Critically Evaluate Theory)
4. Demonstrate skills in evaluating the empirical evidence for social work interventions in health and mental health, and for refining and advancing the quality of practice. M4.4 (Advance Quality of Practice)
5. Demonstrate the capacity for critical thinking, self-awareness and self-reflection in relation to social work practice in health and mental health. M2.6 (Self-evaluation)
6. Identify strategies to resolve ethical dilemmas in practice settings in accordance with the values of the social work profession in health and mental health practice. M1.4 (Resolve Ethical Dilemmas)
7. Apply multi-systems and transcultural perspectives in the context of health and mental health practice with diverse populations. M1.5 (Apply Transcultural Multi-systems)
8. Demonstrate advanced skills in communication and problem solving in relation to health and mental health social work practice. M 2.3 (Communication)
Mental Health Competencies:
This course covers many of the CalSWEC II Mental Health Competencies for the Advanced/Specialization Year in the following areas: Culturally and linguistically competent mental health practice; Advanced mental health practice with individuals; Practice with families; Practice with community; Human behavior and the mental health environment; Program planning and evaluation.

COURSE REQUIREMENTS

Learning Experiences:
The seminar will consist of lectures, expert guest speakers, class discussion, small group exercises and role playing, and other media presentations.

Grading and Evaluation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
<th>Course Student Learning Objective/Competency (SLO)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Biopsychosocialcultural Assessment</td>
<td>25</td>
<td>10/1/12</td>
<td>2, 3, 5</td>
</tr>
<tr>
<td>Biopsychosocialcultural Assessment</td>
<td>25</td>
<td>12/3/12</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>Seminar Leadership and Participation</td>
<td>15</td>
<td>Student sign up</td>
<td>1 – 5</td>
</tr>
<tr>
<td>Case Presentation</td>
<td>15</td>
<td>Student sign up</td>
<td>1 – 8</td>
</tr>
<tr>
<td>Class Participation</td>
<td>20</td>
<td>Throughout course</td>
<td>1 – 8</td>
</tr>
</tbody>
</table>

Required Texts/Readings

Textbook


Other Readings available on course website-see course schedule

Library Liaison
For assistance in the library go to the King Library Reference Desk (2nd floor; 808-2100) and/or utilize the Social Work Research Guide available at [http://libguides.sjsu.edu/scwk](http://libguides.sjsu.edu/scwk).
The Social Work Library Liaison is: Crystal Goldman 408.808.2015 or Crystal.Goldman@sjsu.edu.

**Classroom Protocol**

Students are expected to arrive on time, participate in class discussions and exercises, and to be attentive to lectures and discussions. It is important to be courteous and respectful to one’s peers, as well as to the instructors. Students are asked to refrain from using cell phones, earphones or other devices. Students are expected to use laptop computers for classroom related work, not to use laptop computers during seminar discussions or case presentations and to use professional insight and mindfulness in use of technology.

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

**Assignments and Grading Policy**

Your grade in this course will be based on your presentations, written work, tests and participation as follows:

**Penalty for Late Work**

It is your responsibility to submit assignments on time. If you are unable to submit an assignment by the date and time indicated on this syllabus (or announced in class), you must discuss your situation with me at least 24 hours prior to the time the assignment is due. If you submit an assignment after the due date and time without discussing with me, 10% of the total assignment point value will be deducted automatically. For example, if an assignment is worth 30 points, 3.0 points will be deducted prior to grading. Another 10% of the total grade will be deducted for each additional week, or fraction thereof, that the assignment is late. You can avoid the late deduction(s) by planning ahead and contacting me to make alternative arrangements.

**Written Assignment 1: “Self Biopsychosocialcultural Assessment”**: Due 10/1/12

Additional information regarding this assignment will be distributed and available on the course website. Each student will conduct a complete assessment of self. The assessment will include all available biological, psychological, social and cultural information. The assessment will include a theoretical framework, assessment of systems, family, culture and community.
Discuss resilience and strengths. Include a cultural, class and ethnicity focused genogram and eco-map, as appropriate.

Written Assignment 2: “Biopsychosocialcultural Assessment of a Client”: Due 12/3/12

Additional information regarding this assignment will be distributed and available on the course website.

Each student will conduct a complete client assessment. The assessment will include available biological, psychological, social and cultural information. The assessment will include a theoretical framework, assessment of systems, family, culture, and community, risk assessment across categories, a diagnostic formulation, a comprehensive treatment plan and proposed interventions. Attach a cultural, class and ethnicity focused genogram and eco-map, as appropriate. Discuss resilience and strengths.

Class Participation: Students are encouraged to attend all class sessions. Students should notify the instructor in advance if they are not able to attend class or if they need to leave class early. To minimize class disruptions please arrive prior to the start of class. During the weekly sessions, there will be assigned readings that students will be expected to be able to discuss in class the following week. Students are expected to share ideas, listen to the ideas of others and participate in class discussions. In terms of class/group participation grade, instructor will use evidence of observed classroom and group participation to determine a letter grade for each student. Class and group participation of a quality nature will show evidence of having read and understood reading assignments, giving relevant information and critical analysis, raising questions and issues relevant to the topic, participating or volunteering for case presentations, role plays, etc. In summary, your grade will reflect your positive contribution to the learning of the entire class. The quality of cases presented or contributions made in class and enlightened discussions of reading materials will all serve to improve your individual grades in this area.

Seminar Leadership and Participation: Students will sign up for one seminar leadership opportunity. Students will prepare two to three discussion questions to prompt an in depth dialog during seminar on at least one class session. Students are responsible for preparation to discuss readings in each class session, answering the questions provided by the seminar leader and engaging in discussion of the seminar topic.

Case Studies: Case studies will be conducted from field placement or vignettes. One page written summaries and verbal presentations will constitute this portion of student learning. Case Study Presentation guides will be provided to students. Students will sign up for case presentation. It will be 10 minutes in duration, 7 minutes of presentation and 3 minutes of questions from the class. The one page summary will include a timeline and a genogram.

APA Format and Writing Requirements:

All papers must follow current American Psychological Association (APA) format guidelines (6th edition) with the following exceptions: the use of running heads is optional. All papers must use standard, 12-point fonts (e.g., Times Roman) and be free of typographical, formatting, spelling, and content errors, as the quality of the writing will be evaluated as part of the grade for all written assignments. Be sure to carefully review and edit all drafts prior to submission. All ideas, quotes, and information taken or
derived from other sources must be appropriately cited and referenced in accordance with APA rules.

**Grading**

The grading and evaluation distribution for the class is outlined below.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>97-100%</td>
<td>A +</td>
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<tr>
<td>93-96%</td>
<td>A</td>
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<tr>
<td>90-92%</td>
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<td>87-89%</td>
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<tr>
<td>83-86%</td>
<td>B</td>
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<tr>
<td>80-82%</td>
<td>B -</td>
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<tr>
<td>77-79%</td>
<td>C +</td>
</tr>
<tr>
<td>73-76%</td>
<td>C</td>
</tr>
<tr>
<td>70-72%</td>
<td>C -</td>
</tr>
<tr>
<td>67-69%</td>
<td>D +</td>
</tr>
<tr>
<td>63-66%</td>
<td>D</td>
</tr>
<tr>
<td>60-62%</td>
<td>D -</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

**University Policies**

**Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sa.sjsu.edu/judicial_affairs/index.html. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.
School of Social Work Policies

School of Social Work Writing Policy

The Instructor will return selected assignments (as specified elsewhere in the syllabus) ungraded if at least five unique errors are found in grammar, punctuation, sentence structure, spelling, typos, APA style, or other basic writing errors. Late penalty points may apply, as specified in the syllabus.

*A unique error is an error that will be counted 1 time.* For example, if a possessive apostrophe is left off of a word 5 times in a paper, it will be counted as 1 error (i.e. a possessive apostrophe error). It is the student’s responsibility to make corrections throughout the paper and ensure there are no additional instances of the error in the paper before re-submitting the paper and submitting next assignments.

University Resources

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

*The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information at http://www.sjsu.edu/larc/*.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.
Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/
This schedule is subject to change with fair notice. I will announce any changes in class.

**Topic Outline and Reading Assignments**

**August 27** Course introduction, social work settings and roles for health and mental health practice  
Overview of course syllabus, assignments and expectations  
Integrated approach to the study of health and mental health practice  
Health settings and roles for social work practice  
Transcultural Issues in health and mental health settings  

**September 3** Labor Day, campus closed  

**September 10** Transcultural concepts of health, wellness and recovery  
Transcultural concepts in health and mental health settings  
Access to health and mental health, implications for practice  
Reading:  

**September 17** Assessment I: Principles of biospsychosociocultural assessment; formal screening and assessments  
Concepts in bio/psycho/social/cultural assessment  
Overview of DSM IV-TR  
Reading:  
Perry B., et al. (1998) Homeostasis, Stress, Trauma and Adaptation, A Neurodevelopmental View of Childhood Trauma. CIVITAS, Chicago (2nd) 
LCSW Handbook [3, 4], DSM IV-TR Chapters 1-3

**September 24 Assessment II: Person and culture centered assessment**

**Consumer/family perspective on assessment**
Person centered assessment
Culturally specific assessment
Reading:
Fleming C. (1996) Cultural Formulation of Psychiatric Diagnosis, Case No. 1 An American Indian Woman Suffering From Depression, Alcoholism and Childhood Trauma. *Cultural Medicine and Psychiatry* (7)
LCSW Handbook [10]

**October 1 Legal and ethical issues in health and mental health**
Ethical dilemmas
Confidentiality and privacy
Legal requirements of practitioners
Readings:
LCSW Handbook [8], [9]

**October 8 Trauma in health and mental health**
Introduction to philosophy and concepts of trauma
Domestic Violence
Veterans
Immigration and Trauma
Compassion Fatigue
Trauma Informed Practice

**October 15 Health Care/Medical Social Work**
Social Work Practice in Health Settings
Medical Model vs Person in Environment
Social Work Role and Responsibilities in Health Care Settings
Terminology
Readings:

October 22 Assessment in a Health Care Setting
Clinical Practice in Health Care Settings
Managing the Team in Health Settings
Readings:

October 29 Crisis and Chronic Care in Health Settings
Resource Utilization
End of Life Issues
Transitions
Providing Emotional Containers
Being an “Exquisite Witness”
Freedom of Choice
Self Determination
Readings:

November 5 Crisis in Health and Mental Health
Crisis and emergency interventions
Social Work roles in crisis interventions
Techniques of crisis intervention in health and mental health
Readings:

November 12 Holiday-Veterans Day Observed

November 19 Severe and Persistent Health and Mental Health
Theories of intervention with chronic illness
Substance Abuse
Harm Reduction
Introduction to severe and persistent mental health issues
Readings:

Community Interventions and Case Management for Persons with Severe and Persistent Mental Health Issues
Recovery concepts
Group and community based interventions
Evidence based practice
Areas of practice with consumers and family members
Family support
Peer facilitated support
Readings:

November 26 Depression Syndromes in Health and Mental Health
Diagnostic and treatment issues
Culture and depression
Co-Occurring Disorders
Readings:
  Epstein R. et al. (2009) “I Didn’t Know What Was Wrong”: How People with Undiagnosed Depression Recognize Name and Explain Their Distress.
  LCSW Handbook [4], DSM IV-TR Depressive Disorders

December 3 Anxiety Syndromes in Health and Mental Health
Readings:
  .Roberta G. Sands (2001) Clinical Practice with Clients with Anxiety Disorders
  Clinical Social Work Practice in Behavioral Mental Health,
  DSM IV-TR Anxiety Disorders

December 10 Resilience Building, Empowerment and Advocacy
Social Work interventions
Evidence Based Practice
Health Care Reform
Policy in Practice
Social Work Professional Writing Competency Policy
and the Graduate Writing Assessment Requirement (GWAR)

Students admitted after September 1, 1987 must comply with the English Competency policy adopted by the Academic Senate of SJSU (S94-7). This policy states: “…all students entering California State Universities after implementation of the proficiency / diagnostic examination shall be required to demonstrate their competency with regard to writing skills as a requirement for graduation.” In addition to these admission requirements, “…each department may establish its own criteria within these policy guidelines and candidates must abide by the department decision” (see http://info.sjsu/web-dbgen/catnarr/policies/n15.html, Nov. 2, 2001).

Current Implementation of Policy

1. In the MSW Program the Professional Writing Competency policy is that all students must successfully pass a written assessment assignment administered in ScWk 240. This policy applies to all students, including those who have already passed:
   - English 100W (or equivalent).
   - The WST exam.
   - TOEFL

2. Transfer students from other graduate programs within or outside the state of California, as well as BASW students who are substituting another course for ScWk 240, must also complete the written assessment assignment.

3. If a student is deficient in writing ability, the student will be referred to the Graduate Advisor to develop a remedial plan. The student may also be reassessed in ScWk 242.

4. Students must successfully complete the Professional Writing Competency requirement before they can be advanced to candidacy with Graduate Studies & Research during fall semester of their final year. Students must also successfully complete this requirement prior to enrolling in ScWk 298.

San José State University
SJSU Campus Emergency Procedures

FIRES EARTHQUAKES AND OTHER DISASTERS

• Call 911 or use a blue light telephone to summon University Police assistance for all campus police, fire or medical emergencies. Give your name, the nature of the emergency and your specific location. Stay on the line until the University Police Dispatcher tells you to hang up.
• Use extinguishers for minor fires. If a fire appears uncontrollable, close all room doors to confine the fire and evacuate the area or building.
• Remain calm during an earthquake. “Duck and cover” under a desk or table or stand in a doorway or against an interior wall. Move away from exterior wall windows, overhead lights, etc. Wait at least two minutes after shaking stops before leaving a building. Move to a dear area well away from structures or overhead hazards such as trees or power lines.
• Help disabled persons evacuate the building. Follow instructions of Building Emergency Team members and University Police.
• Tune to radio station KSJS 90.7 FM for campus information.

MEDICAL EMERGENCIES

• Call 911. Give your name, the nature of the emergency and your specific location. Tell the University Police Dispatcher what assistance you need (ambulance, paramedics, etc.)
• Assist the victim until help arrives. If you or someone in the area is trained in CPR perform CPR or Rescue Breathing if necessary. Stop the bleeding with direct pressure to the wound. Do not move a victim unless his or her life is in immediate danger. Do not leave victims unattended.
• For first aid, report in person to the Student Health Center weekdays from 8:00 am - 5:00 pm or call University Police at 924-2222.

EVACUATION PROCEDURES

• Leave by the nearest safe exit when you hear the building emergency alarm (fire alarm) or if you are told to do so by University Police or a Building Emergency Team member.
• Take keys, books, wallets or billfolds, prescription medicines and important personal belongings with you in case this building cannot be reentered immediately. Move at least 150 feet away from all structures.
• Use the stairs. Do not use elevators — in case of fire or earthquake many elevators stop in place and you may be trapped.
• Reenter a building only when University Police or Building Emergency Team members tell you that it is safe to do so.

POLICE - FIRE - MEDICAL EMERGENCY
DIAL 9 – 1 – 1

For further information visit the University Police Web site at: http://www.sjsu.