

**SAN JOSÉ STATE UNIVERSITY
SCHOOL OF SOCIAL WORK**

**ScWk 281 SOCIAL WORK IN HEALTH/MENTAL HEALTH
(Course Code: 45086; Section 2)**

Semester: Fall 2011

Instructor: Mae Conroy

Class Meeting Time: Monday 6/00-8:00

Classroom Location: Sweeny Hall 345

Office Location: WSQ 215

Office Hours: Monday 4:30-5:30

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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.

Discuss tools and techniques for social work assessment in health and mental health care settings. M2.7 (Assess & Intervene)

Learning Objectives:

At the conclusion of this course students will be expected to:

Articulate knowledge about social work interventions in health and mental health practice. M2.7 (Assess & Intervene)

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)

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)

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)

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)

Apply multi-systems and transcultural perspectives in the context of health and mental health practice with diverse populations. M1.5 (Apply Transcultural Multi-systems)

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

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

Assignment	Grading
1. Midterm/Self Biopsychosocialcultural Assesement 25%	98-100 = A+ 93-97 = A 90-92 = A- 87-89 = B+ 80-82= B- 77-79= C+
2. Class Participation 25%	73-76 = C 70-72 = C- 67-69 = D+ 63-66 = D
3. Biopsychosocialcultural Assesement 50%	60-62=D- 0-59 = F
Total	100%

Class Participation:

Students will be assessed on the frequency, quality, and depth of their in-class participation in class discussions. 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. As part of class participation students are expected to critically analyze information that is presented/discussed, bring examples and applications of the concepts being covered, be prepared to discuss readings, and provide additional insights on issues from their own special knowledge and expertise.

Course Assignments:

The course is based on a one hundred (100) point scale; with a final letter grade assigned according to the scale identified in the Social Work Programs Evaluation and Grading Criteria.

Class Participation - 25%: 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 5% of the 25%: 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.

Case Studies 5% of the 25%: Case studies will be conducted from field placement and 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.

Biopsychosocialcultural Evaluation of Self 25%: 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.

Due at beginning of class October 10th.

Biopsychosocialcultural Assessment of Client 50%: 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.

Due at beginning of class November 14th.

APA Format and Writing Requirements:

All papers must follow current American Psychological Association (APA) format guidelines (5th 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.

UNIVERSITY, COLLEGE & DEPARTMENT POLICY INFORMATION

Reasonable Accommodation of Disabilities

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me, see me during office hours, or contact me by e-mail as soon as possible. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) to establish record of their disability. No matter where students reside, they should contact the SJSU DRC to register. The DRC Web site:

HYPERLINK "http://www.drc.sjsu.edu/" \t "_top" <http://www.drc.sjsu.edu/>

Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university's reputation and the value of the degrees it offers. We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Student Conduct & Ethical Development for disciplinary action which could result in suspension or expulsion from San José State University. Additional information on academic integrity can be found at: http://sa.sjsu.edu/judicial_affairs/index.html

TEXTBOOKS AND READING ASSIGNMENTS

See Course Website for Journal Articles, LCSW Handbook downloads and all other reading and podcast requirements.

<https://sites.google.com/a/sjsu.edu/social-work-281/home>

Recommended Supplementary Textbooks: American Psychiatric Association (2000). *Diagnostic and statistical manual of mental disorders*:

Topic Outline and Reading Assignments

August 29 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 5 Labor Day, campus closed

September 12 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: Section 1 Journal Articles, LCSW Handbook Chapter [2], DSM IV-TR Glossary
Culturally Bound Syndromes

September 19 Assessment I: Principles of biospsychosociocultural assessment; formal screening and assessments

Concepts in bio/psycho/social/cultural assessment
Overview of DSM IV-TR
Reading: Section 2 Journal Articles, LCSW Handbook [3, [4], DSM IV-TR Chapters 1-3

September 26 Assessment II: Person and culture centered assessment

Consumer/family perspective on assessment
Person centered assessment
Culturally specific assessment
Reading: Section 3 Journal Articles, LCSW Handbook [10]

October 3 Legal and ethical issues in health and mental health

Ethical dilemmas
Confidentiality and privacy
Legal requirements of practitioners
Readings: Section 4 Journal Articles, LCSW Handbook [8], [9]

October 10 Trauma in health and mental health
Introduction to philosophy and concepts of trauma
Domestic Violence
Veterans
Reading: Section 5 Journal Articles, LCSW Handbook [6]

October 17 Trauma in health and mental health
Immigration related trauma
Family and community intervention in disasters
Readings: Section 6 Journal Articles

October 24 Depression syndromes in health and mental health
Diagnostic and treatment issues
Culture and depression
Readings: Section 7 Journal Articles, LCSW Handbook [4], DSM IV-TR Depressive Disorders

October 31 Anxiety Syndromes in health and mental health
Readings: Section 8 Journal Articles, DSM IV-TR Anxiety Disorders

November 7 Crisis and emergency interventions
Social Work roles in crisis interventions
Techniques of crisis intervention in health and mental health
Readings: Section 9 Journal Articles, LCSW Handbook [5], [7] p67-71

November 14 Severe and persistent health and mental health
Theories of intervention with chronic illness
Introduction to severe and persistent mental health issues
Readings: Section 10 Journal Articles, LCSW Handbook [7] p2-66

November 21 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: Section 12 Journal Articles, review SAMHSA toolkits at:
<http://mentalhealth.samhsa.gov/cmhs/communitysupporttoolkits/about.asp>

November 28 Co-Occurring Disorders
Readings: Section 13, DSM IV-TR Co-Occurring Disorders

December 5 Children, Adolescents and Families

Readings: Section 14, LCSW Handbook [3] p8-32, 51, 77-82 and [7] p45-60

BIBLIOGRAPHY

ADDIN EN.REFLIST Adams, N., & Griedler, D. (2005). *Treatment planning for person-centered care: The road to mental health and addiction recovery*. Amsterdam: Elsevier.

Bentley, K. J., & Walsh, J. (2006). *The social worker and psychotropic medication*. Belmont, CA: Thomson Brooks/Cole.

Dworkin, J. (2005). *Advanced social work practice: An integrative, multilevel approach*. Boston: Pearson/Allyn & Bacon.

Fong, R., & Furuto, S. (2001). *Culturally competent practice*. Boston: Allyn & Bacon.
Frame, M. W. (2003). *Integrating religion and spirituality into counseling: A comprehensive approach*. Belmont, CA: Thomson Brooks/Cole.

Glicken, M. D., & Sechrest, D. K. (2003). *The role of the helping professions in treating the victims and perpetrators of violence*. Boston: Allyn & Bacon.

Johnson, J. (2004). *Fundamentals of substance abuse practice*. Belmont, CA: Thomson Brooks/Cole.

Malekoff, A. (2004). *Group work with adolescents: Principles and practice* (2nd ed.). New York: Guilford Press.

McGoldrick, M., Giordano, J., & Garcia-Preto, N. (2005). *Ethnicity and family therapy* (3rd ed.). New York: Guilford Press.

McInnis-Dittrich, K. (2005). *Social work with elders: A biopsychosocial approach to assessment and intervention*. Boston: Pearson.

Moniz, C., & Gorin, S. (2007). *Health and mental health care policy: A biopsychosocial perspective* (2nd ed.). Boston: Allyn & Bacon.

Neukrug, E. S., & Fawcett, R. C. (2006). *Essentials of testing and assessment: A practical guide for counselors, social workers, and psychologists*. Belmont, CA: Thomson Brooks/Cole.

Rothman, J. (2003). *Social work practice across disability*. Boston: Allyn & Bacon.

Surber, R. W. (Ed.). (1994). *Clinical case management: A guide to comprehensive treatment of serious mental illness*. Thousand Oaks, CA: Sage.

Van Wormer, K., Wells, J., & Boes, M. (2000). *Social work with lesbians, gays and bisexuals: A strengths perspective*. Boston: Allyn & Bacon.

San José State University

Social Work Programs Evaluation and Grading Criteria

Instructors in the Social Work program promote and evaluate critical thinking¹ and communication² skills to help students achieve academic and professional excellence. These skills encompass one's ability to organize ideas, reason concretely and abstractly, and apply objective and subjective reasoning to ideas, situations, and theories. One method to evaluate students' critical thinking and communication skills is via written assignments. The Publication Manual of the American Psychological Association (APA; 5th ed.) is a format guide widely used in many social work assignments. However, alternate formats may be expected for writing assignments such as, but not limited to, process recordings, case or progress notes, court reports, and biopsychosocial and family assessments. Please refer to your course syllabus for guidance on APA assignment requirements. If you need writing or editing assistance, please consult with your instructor. Grades are calculated based upon the scale below:
93-97 A 83-86 B 73-76 C 63-66 D 90-92 A- 80-82 B- 70-72 C- 60-62 D-
Plagiarism³ is unacceptable. It may be monitored by your instructor with commercial plagiarism detection services.⁴ Cheating is also unacceptable.⁵ Any student who plagiarizes or cheats will be dealt with according to San José State University policies and procedures, which may include expulsion from the university.

¹ Critical thinking is the use of intellectual skills that address relevance, accuracy, clarity, depth, and breadth of ideas, situations, and theories. It enables one to self-assess mindfully her or his understanding and thought processes; it includes analyzing an issue or situation, its context, and its elements from multiple perspectives; and, it generates self-improvement as one becomes sophisticated in theorizing, conceptualizing, and communicating. ²

Communication is fundamental to social work and occurs in written, oral, and nonverbal forms. All communications, including case notes, reports, and proposals, should be clear and cohesive. Effective communication is essential to effective and efficient social work practice on micro, mezzo, and macro levels.

³ According to SJSU Academic Senate policy F88-10, ". . . plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes, but is not limited to, 1.2.1. The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work" ([HYPERLINK](http://www.cob.sjsu.edu/FACSTAFF/KWAN_S/conduct.htm)

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http://www.cob.sjsu.edu/FACSTAFF/KWAN_S/conduct.htm).

⁴ See Academic Senate policy on plagiarism detection (<http://www.sjsu.edu/senate/S02-4.htm>)

⁵ At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to: Copying in part or in whole, from another's test or other evaluation instrument; submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy; submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by departmental policy; altering or interfering with grading or grading instructions; sitting for an examination by a surrogate, or as a surrogate; any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

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 clear 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.edu/police/>

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