I. COURSE DOMAIN AND BOUNDARIES

This course has two objectives: 1) to review and highlight effective, empirically tested interventions for specific disorders in the DSM -5, and 2) to underscore the importance of the therapeutic alliance as a vehicle for capacity building. Course readings and lectures examine the literature for the strongest empirical support for clinical interventions, practice guidelines, preferred therapist characteristics for treating specific disorders, prognosis for DSM V disorders, and conditions for favorable prognosis. Class lectures will also focus on the importance of the Clinical Social worker’s “use of self” in capacity building with clients and in establishing and maintaining the therapeutic alliance. Class lectures reinforce research about the therapeutic alliance: it is the foundation for building the innumerable strengths of the client, thus producing extraordinary growth and change. Finally, both the readings and lectures consider the importance of human diversity—race, ethnicity, sexual orientation, etc.—and values and ethics in Social Work practice.

II. MSW COMPETENCIES ADDRESSED IN THIS COURSE

<table>
<thead>
<tr>
<th>Competency</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate Ethical and Professional Behavior</td>
<td>C1</td>
</tr>
<tr>
<td>Engage diversity and difference in practice.</td>
<td>C2</td>
</tr>
<tr>
<td>Advance human rights and social and economic and environmental justice.</td>
<td>C3</td>
</tr>
<tr>
<td>Engage in practice-informed research and research-informed practice.</td>
<td>C4</td>
</tr>
<tr>
<td>Engage in policy practice</td>
<td>C5</td>
</tr>
<tr>
<td>Engage with individuals, families, groups, organizations, and communities</td>
<td>C6</td>
</tr>
<tr>
<td>Assess individuals, families, groups, organizations, and communities</td>
<td>C7</td>
</tr>
<tr>
<td>Intervene with individuals, families, groups, organizations, and communities</td>
<td>C8</td>
</tr>
<tr>
<td>Evaluate individuals, families, groups, organizations, and communities</td>
<td>C9</td>
</tr>
</tbody>
</table>
III. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: Academic integrity in the completion of tests, oral presentations and written assignments (including statistical syntax) is expected. Violations of academic integrity (e.g., plagiarism) are very serious offenses. Violations will result in notification to the Assistant Dean for the appropriate (MSW or MPH) program and may result in referral to the Academic and Professional Integrity Committee, which could lead to dismissal from the program. Please review and adhere to the entire set of Academic Integrity guidelines in the student handbook on Inside Brown:

Student Handbook 2017-2018

Accommodations: If you have a learning disability, sensory, or physical disability or other impairment, and you may need special assistance in lectures, reading, written assignments, and/or exam taking, please contact the Brown School Director of Student Affairs who can provide coordination of accommodations at Washington University and the Brown School. The Disability Resource Center, a University-wide resource, provides diagnostic and academic accommodations support and referrals.

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the English Language Program (ELP), a University-wide resource which provides classes and academic English language support designed to increase non-native English speaking students’ English language proficiency and to facilitate their academic success at Washington University. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder which records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices will be at the discretion of the instructor, unless this is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices is distracting and seriously disrupts the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom during class for non-academic reasons. This use includes emailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation points, a loss of the privilege of computer use in the classroom, or being asked to leave the classroom.
Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting the Title IX office in Umrah Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See shs.wustl.edu/MentalHealth
Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the afore mentioned accommodations, please contact Essie Rochman, Director of Student Affairs at erochman@wustl.edu. She can assist you in navigating a myriad of concerns. Her office is in Brown Hall, room 320.

V. READINGS

Required:


Recommended:


VI. ORGANIZATION OF COURSE

Treatment of Mental Disorders is into four sections designed to equip students with the essential knowledge and skills to lay the foundation of providing high quality mental health services to individuals and/or communities. The course framework builds upon a core principle in treatment outcomes: the relationship is critical.

Section I: Evidence-based helping relationships and Motivational Interviewing
5-Weeks

Section II: Psychosocial assessment and treatment planning
3-Weeks

Section III: Selecting evidence-based treatments and interventions
3-Weeks

Section IV: Principles of psychosocial rehabilitation and case management
4-Weeks

This course builds upon the competencies learned in S15-5038 Social Work Practice with Individuals, Families and Groups and S20-4011 Differential Diagnosis. The course extends the competencies of engagement, assessment, intervention, and evaluation through deepening the student’s understanding and skills in each area. This course will provide course instruction, assignment, and activities that address:

1. Engagement of individuals of diverse backgrounds and groups
2. Psychosocial assessment
3. Case conceptualization
4. Treatment planning
5. Progress monitoring
6. Adaptation/Course Corrections
7. Termination of the helping relationship

VII. ROLE OF FACULTY AND STUDENT

☑ Attendance is required
☑ Class participation is expected
☑ Assigned materials should be read before class
☑ Be prepared for discussion weekly as this is reflected in your class participation
☑ Thoughtfulness, intentionality, and genuineness are valued
☑ Bring materials to class

The classroom environment is the mutual responsibility of the faculty and the students.

Faculty: The professor will lecture, facilitate class discussions and experiential exercises, model and encourage open discussion, and foster an environment in which students’ values, knowledge and experiences can be explored and their diverse perspectives can be understood, respected and critically examined. The professor will also provide readings, assignment information, and be available for consultation and feedback. The Teaching Assistant will support the professor through providing lectures and assisting with grading assignments in addition to being available to students during lab sessions for feedback and assistance. Assignments will be returned in a timely manner. The professor and teaching assistant both invite students to give feedback and suggestions throughout the course.

Students: Class attendance and participation are required in this course. Assigned readings should be read before class, and students should be prepared to discuss and apply readings during class. Students are to turn in all assignments on time. Given the experiential emphasis of the course, students should be prepared to role-play at any time in class. Students are expected to maintain personal and professional boundaries at all times in discussions and role-plays.

USE OF BLACKBOARD: Students are encouraged to review Blackboard on a regular basis and utilize the technology appropriately to enhance their learning experience.

FOR POWERPOINT LECTURES AND OTHER COURSE CONTENT: The instructor will utilize the course materials section of Blackboard to post PowerPoint slides from class lectures, additional readings, handouts and links to useful websites and other relevant resources.
VIII. ASSIGNMENTS AND GRADING CRITERIA

1. If you have a learning disability, sensory or physical disability, or other impairment, or if English is your second language, and you need special assistance in lectures, reading assignments, and/or testing, please contact me as soon as possible.

2. Since class attendance and discussion are highly valued, **if you miss in-class assignments you may not be allowed to make them up and this may lower your grade**. Assigned readings should be read before class and students should be prepared to discuss them in class. In addition, if you have extraordinary circumstances that prevent you from completing an assignment on time (such as a medical emergency or death in a primary relationship), please consult with me at least twenty-four hours before the due date. Otherwise, you will receive a failed grade for the missed assignment.

3. I rely heavily on my clinical experience in teaching students. This necessitates sharing and analyzing clinical cases from my practice experience. Although the identities of the clients I have treated are altered, and every effort is maintained to protect their confidentiality, I expect students to honor the values and ethics of Social Work practice as delineated by the National Association of Social Workers. Any sharing of clinical material outside of the classroom or other ethical violation will result in referral to the Dean for disciplinary action.

**Student Evaluation:**

| Assignment # 1: Self-Care Plan | 50 points |
| Assignment # 2: Case Conceptualization & Treatment Plan | 100 points |
| Assignment # 3: Class Presentation | 100 points |
| Assignment # 4: Self Reflections | 50 points |
| Treatment Skills Activities: | 200 points |

**Total:** 500 Points.

A = 500-450 points  
B = 449-399 points  
C = 398-348 points  
D = 347-297 points  
F = 296 points and below

IX. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Competencies</th>
<th>Dimensions Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Self Care Plan including Physical, Emotional, Mental, Social, and Spiritual Care</td>
<td>C1</td>
<td>Skills, Knowledge, Values, Affective Processes</td>
</tr>
<tr>
<td>Case Conceptualization &amp; Treatment Plan</td>
<td>C1, C4, C7, C8, C9</td>
<td>Skills, Knowledge, values</td>
</tr>
<tr>
<td>Class Presentation</td>
<td>C2, C4, C6, C7, C8</td>
<td>Skills, knowledge, values</td>
</tr>
<tr>
<td>Reflection Paper on Various Articles and</td>
<td>C6, C7, C9</td>
<td>Skills, knowledge, values</td>
</tr>
</tbody>
</table>
Classroom Experience

| Treatment Skills Activities | C1, C4, C7, C8, C9 | Skills, knowledge, values |
| Q & A on Managing a Private Practice | C1, C7, C8, C9 | Skills, knowledge, values |

How to Contact the Instructor

If you have any questions about the assignments, or need assistance while completing an assignment, you should feel free to call or to contact me by email. The best ways to contact me during the day are my personal email, fisher.mrs@att.net or on my cell phone at 314-920-9869.

X. COURSE OUTLINE

WEEK 1

January 16 Class Readings:

Norcross
Chapter 1 – Evidence Based Therapy Relationships (Power Point)
Self-Care Plan

WEEK 2

January 23 Class Readings:

Norcross
Chapter 6 – Empathy
Chapter 7 – Goal Consensus and Collaboration
Lecture
Treatment Planning

(Assignment #1: Self-Care Plan Due)

WEEK 3

January 30 Class Readings:

Norcross
Chapter 8 – Positive Regard and Affirmation
Corey:
Chapter 7 - Person-Centered Therapy

WEEK 4

February 6 Class Readings:

Norcross
Chapter 13 – Reaction & Resistance
Chapter 14 – Stages of Change
Lecture
Managing Clients with Challenging Behaviors

WEEK 5

February 13 Class Readings:

Norcross
Chapter 15 – Preference
Chapter 18 – Expectations

(Speakers: Julie Bickers Walgreens on Psychotropic meds, their uses, side effects and how they work)

WEEK 6

February 20 Class Readings:

Cory:
Chapter 1 - Introduction and Overview
Norcross:
Chapter 16 – Culture

(5:30 PM - Speaker: De-Andrea Johnson)

WEEK 7

February 27 Class Readings:

Cory:
Chapter 2 - The Counselor: Person & Professional
Chapter 3 - Ethical Issues in Counseling Practice

(Guest Speaker: Courtney Schaeffer, MSW, LCSW – Play Therapy)

WEEK 8

March 6 Class Readings:

Getting Started
(Speaker: Rocky Sieben, Mindfulness, ACT therapy)

WEEK 9

March 13 - SPRING BREAK

Week 10

March 20 Class Readings:

Chapter 4 - Psychoanalytic Theory

Transactional Analysis -Additional (Corey Chapter on Blackboard)
WEEK 11

March 27 Class Readings:
Corey:
Chapter 5 - Adlerian Therapy
Chapter 6 - Existential Therapy

(Case Conceptualization due)

WEEK 12

April 3 Class:
Corey:
Chapter 9 – Behavior Therapy
Chapter 10 – Cognitive Behavioral Therapy
(Presentations)

WEEK 13

April 10 Class Readings:
Chapter 8 – Gestalt Therapy

WEEK 14

April 17 Lecture:
Couples Therapy
(Presentations)

WEEK 15

April 24 Class:
Crisis Intervention with Adolescents
(Presentations)

WEEK 16

May 1 Class:
Private Practice

(Assignment # 5: Reflection Paper Due)