I. Catalogue Description
Focuses on the core practice theories, conceptual frameworks and intervention skills necessary for social work practice in mental health

II. Course Overview
Meeting the needs of people with mental health concerns and their families can be complex. Advanced social work practice in mental health requires specific knowledge and skills to negotiate the complex interplay of the dimensions of biology, culture, issues of oppression and access to resources, other social and environmental factors, and psychological/emotional/interpersonal factors. This course focuses on the development of a foundation of knowledge and skills necessary for culturally competent, recovery-oriented clinical social work practice across populations and practice settings. This course fulfills the Advanced Practice requirement for the Advanced Generalist Curriculum. The focus or context of for this Advanced Practice course is Mental Health.

III. Course Competencies, Practice Behaviors, and Assignments
Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measured through course activities, readings, assignments, and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills, and cognitive and affective processes. The competencies addressed in this course can be found in Appendix A.

IV. Course Content

Week 1 (9/9): Orientation to class & a Framework for Clinical Social Work Practice
Skill building & Class Focus:
1. Syllabus review & creating a brave learning space
2. The recovery paradigm
3. Research supported common factors of effective therapy

Required reading:

Bertolino & O’Hanlon, Ch. 1

Week 2 (9/16): Creating a Collaborative working alliance to facilitate accurate Assessment
***Reading response questions due (1)

Skill building & Class Focus:
1. Dimensions of power in clinical research and practice
2. Creating a space for collaborative work—What the research shows really works
3. Strengths based assessment and promoting resilience

Required reading:

Bertolino & O’Hanlon, Ch. 2 & 3


Week 3 (9/23): Therapeutic Use of Self—creating healing relationships
***Reading response questions due (2)

Skill building & Class Focus:
1. Evidence based Mindfulness tools for establishing therapeutic relationships
2. Using ADDRESSING tool to understand identity as multi-dimensional
3. Awareness of assumptions and practicing with humility

Required reading:

Suggested reading:

Week 4 (9/30): Deepening skills in attending and listening
***Reflection paper due—practicing with cultural humility

Skill building & Class Focus:
1. Honing skills of attention and compassion to build healing relationships
2. Practicing evidence based skills of Motivational interviewing (OARS)
3. The change process—ambivalence vs. resistance

Required reading:
Bertolino & O’Hanlon, Ch. 4


Week 5 (10/7); Assisting clients in setting goals & Identifying change strategies
***Reading response questions due (3)

Skill building & Class Focus:
1. Identifying and affirming client’s theory of change—tailoring treatment to diverse individuals
2. Evidence informed models for facilitating change
3. Developing accurate case conceptualization & treatment plans to measure progress

Required reading:

Week 6 (10/14) :): Basic Emotional Regulation skills
***Record role play

Skill building & Class Focus:
1. Attention and concentration practice as tools to ride out emotional storms
2. How to teach emotional regulation skills to clients—seeing symptoms as growth opportunities
3. Giving homework/practicing

Required reading:

DBT article (additional readings TBA)

Week 7 (10/21): Cognitive Behavioral Therapy Treatment Model (CBT): Theoretical Framework and Identifying Automatic Thoughts
***Role play paper due

Skill building & Class Focus:
1. Understanding the theory and practice of CBT
2. Identifying connection between thoughts, feelings and behavior
3. Review of research that supports efficacy of CBT model

Required reading:

Week 8 (10/28): CBT (cont’d): Evaluating Thoughts, Identifying feelings & Challenging beliefs
***Reading response questions due (4)

Skill building & Class Focus:
1. cognitive restructuring and exposure behaviors
2. pros and cons of using CBT—difference between research and practice
3. Assessing whether or not treatment is working

Required reading:

Week 9 (11/4): Applying CBT and Mindfulness models to Anxiety and stress related problems with diverse clients
Skill building & Class Focus:
1. Efficacy of using CBT and mindfulness Models to work with these problems
2. Is there an epidemic of anxiety? Is this new?
3. How we identify the problem shapes how we treat it

Required reading:

Week 10 (11/11): Attachment Theory & Neurobiological Impact of Trauma
**Reflection paper due-trying out a therapeutic strategy

Skill building & Class Focus:
1. Understanding how trauma effects the brain and the body
2. Identify client attachment styles

Required reading:


Week 11 (11/18): Trauma Informed Psychotherapy
***Reading response questions due (5)

Skill building & Class Focus:
1. Treatment models for working effectively with clients effected by Trauma
2. Research informed Somatic strategies to alleviate trauma
3. Why isn't developmental Trauma disorder in the DSM5?

Required reading:


Suggested Readings:

11/25: NO CLASS Happy Thanksgiving

Week 12 (12/2): Co-occurring Substance Use Disorders: Assessment and intervention with Individuals and Families

Skill building & Class Focus:
1. Assessing for Substance Use Disorders (SUD)
2. Evidence based practices for working with co-occurring disorders
3. Connection between trauma and SUDS

Required reading:


Suggested Readings:
The National Institute on Drug Abuse has numerous resources for service users and professionals alike. You may find links on this page particularly interesting & helpful: http://www.nida.nih.gov/nidamed/

Week 13 (12/9): Social worker Self Care Practices: keeping your instrument tuned so you can be in tune with your clients

Skill building & Class Focus:
1. Identifying personal strategies for self-care
2. the benefits and challenges of self-compassion, mindfulness, & Yoga practices
3. Review of research on burn out, compassion fatigue & Resilience


Self-Compassion Research by Kristin Neff (readings TBA)

Week 14 (12/16): Positive Psychology & Resilience: Enhancing Wellbeing in Client and Practitioner

***Research paper due

Skill building & Class Focus:
1. Therapists’ role in promoting wellness vs. curing illness?
2. Explore current research on supporting resilience in diverse clients and providers


Seligman – flourishing (Readings TBA)

V. Texts & Reading Materials for the Course

Required Textbooks:


Additional required readings will be posted on Canvas.
VI. Evaluation of Competencies and Practice Behaviors: Assignments, Grading and Methods

**Grade Standards**

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>What the point totals &amp; subsequent grade generally indicate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>Outstanding, surpasses expectations in all areas</td>
</tr>
<tr>
<td>88-93</td>
<td>AB</td>
<td>Surpasses expectations in many areas</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
<td>Meets expectations in all areas</td>
</tr>
<tr>
<td>76-81</td>
<td>BC</td>
<td>Meets expectations in some areas, below in others</td>
</tr>
<tr>
<td>70-75</td>
<td>C</td>
<td>Below expectations in most areas, not acceptable graduate-level work</td>
</tr>
<tr>
<td>64-69</td>
<td>D</td>
<td>Below expectations in all areas, not acceptable graduate-level work</td>
</tr>
<tr>
<td>&lt;64</td>
<td>F</td>
<td>Fails to meet minimum expectations in all areas</td>
</tr>
</tbody>
</table>

**Assignements & points:**
1. Class Participation (Appendix B) ................................................. 5 points
2. Reading response sentences (5) (Appendix C) ......................... 10 points
3. Reflection Paper (2) (Appendix D) ............................................ 20 points
4. Research paper (Appendix F) ....................................................... 30 points
5. Role play recording (Appendix G) .............................................. 15 points
6. Self-assessment of role play (Appendix G) .................................. 15 points
7. Professionalism .......................................................................... 5 points

100 points

All assignment instructions and grading criteria are described in detail in separate documents in the appendix and are posted on Canvas. **All assignments are due on the designated date by the beginning of class time.**

**Professionalism**
Professionalism means being present *both* physically and mentally, and actively working with the instructor to create a respectful and stimulating environment for learning. It means coming to class on time, having read and thought about all the assigned reading material. It also includes bringing questions, concerns, and direct practice experiences to aid in understanding applications of course material. As professionals, during class you are expected to use electronic devices *only* for relevant class activity. You will lose points for excessive use of your phone during class. You will lose points for sub-participation.

**VII. Course Policies**
Meeting course objectives requires that the instructor and students actively work to create a learning environment that is respectful and safe so that practice challenges can be examined
honestly, diverse viewpoints shared, and role plays and the like approached with maximum curiosity and enthusiasm, and ever-decreasing “performance anxiety.” Each student has knowledge and experience that will enhance the learning of his/her colleagues. Assignments submitted for other courses will not be accepted as fulfillment of assignments for this course.

Class Participation Policy:
Your full presence and engagement in the class throughout the course--both verbally and bodily is an expectation and will allow us to establish an intellectually and emotionally vital, safe and brave climate for learning. Some of our class discussions may be about cases from your field placements. As always, please respect the confidentiality of your clients and do not use identifying information. Sharing of all direct practice experiences must be done in a way that is respectful to the client and protects clients’ rights to confidentiality. Please see Appendix B for guidelines on what is considered excellent class participation.

Student Behavior Policy:
To learn, we must be open to the views of people different than ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time, we share together in this course, please honor the uniqueness of your classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students’ opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.

Attendance:
Due to the accelerated nature of courses in the University of Wisconsin-Madison Part-Time MSW Program, students are expected to attend all scheduled classes. Attendance is defined as arriving on time, staying through the entire class, and leaving only for scheduled breaks.

Attendance will be taken at the beginning of class. If you are ill or have another pressing responsibility or emergency that will prevent you from attending class, it is your responsibility to notify me prior to class of your absence. A pattern of late arrivals and/or early departures will affect your grade.

Excused & Unexcused Absences:
• An excused absence is determined and granted on a case by case basis. It is a basic professional courtesy and your responsibility to notify me prior to class of any classroom time you will not be attending and to determine follow up plans. It is up to the instructor to determine whether an absence will be excused.

  ~ The first unexcused absence will result in a student’s grade being dropped one full grade
  ~ The second unexcused absence will place the student at risk for failing the course
• Additional graded make-up work appropriate for the content missed may be assigned for excused and unexcused absences.
• Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure.
• Students who must be absent due to inclement weather or other emergencies must contact the instructor prior to the start of class to be considered for an excused absence.
• Inclement Weather Policy
  ~ If there is inclement weather across the Program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.
  ~ If classes are not cancelled but an individual student concludes he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan to not travel. This absence will be considered excused and makeup work may be assigned.
  ~ If classes are cancelled, the instructor will notify students by e-mail of make-up activity required.

Late assignment policy:
Any requests for extensions on assignments must be made and approved by the instructor in advance. Unapproved late assignments will be marked down 10% of the total points for that assignment for each day the assignment is late.

Canvas:
All students are required to access Canvas for course content and assignments. Students are advised that Canvas can provide the instructor with information regarding students’ use of the course website.

Students with Disabilities: If you require accommodations to obtain equal access to this class or to any assignments, please contact me as soon as possible. I want all my students to have an excellent learning experience. Students registered with the McBurney Disability Resource Center must provide a copy of their VISA within the first two weeks of class.

Plagiarism & academic integrity:
Plagiarism involves presenting someone else’s work or ideas as your own without appropriate citation and acknowledgment, and is an extremely serious form of academic misconduct that may result in suspension from the University.
http://writing.wisc.edu/Handbook/QPA_plagiarism.html

Accommodation Policy
If you have a disability that may require accommodation to complete the course expectations, please discuss this with me as soon as possible. Students registered with the McBurney Disability Resource Center are required to give the instructor a copy of their VISA within the first two weeks of class.
The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. I will work either directly with you or in coordination with the campus disability center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student’s educational record, is confidential and protected under FERPA.

**Additional Information**

- Cell phones must be turned off or silenced during class. It is assumed that students who use a laptop computer or other electronic devices to take notes or for other course related purposes are using their computer for this and only this purpose.
- Class lectures will not cover all the assigned required reading material. Assignments may include material not covered in class. Therefore, it is important to keep up with the weekly assigned readings.
- The UW Writing Center on campus is a wonderful resource http://writing.wisc.edu. I encourage you to consult them for writing support and APA style guidelines.
- I greatly appreciate student input regarding reactions to, suggestions, and/or concerns about the course. In person or written (anonymous or identified) comments are always welcome. There will also be opportunities to provide formal course and instructor feedback.
## Appendix A

<table>
<thead>
<tr>
<th>Competency &amp; Description</th>
<th>Course Content relevant to Dimensions that Comprise the Competency*</th>
<th>Location in Syllabus</th>
</tr>
</thead>
</table>
| **2.1.2 Engage Diversity and Difference in Practice**  
Advanced practice social workers demonstrate in their focus area an advanced understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity. They demonstrate comprehension that dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Advanced practice social workers recognize that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim, and apply this recognition in their practice. They also demonstrate in practice their understanding of the forms and mechanisms of oppression and discrimination, and a recognition of the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. | **Topics:** Strengths based assessment and promoting resilience, cultural humility in treatment, awareness of power dynamics & dimensions of diversity in client and provider, conceptualization of modern stress and anxiety related disorders (K, V, S, C&AP)  
**In class exercises**  
Addressing work sheet exploring dimensions of diversity (K, V, S, C&AP)  
Video on Cultural Humility & Multicultural Experience of Mental Health followed by class discussion (K, V, S, C&AP)  
Small group discussion: the importance of diversity and culture in assessment & treatment (K, V, S, C&AP)  
**Assignments:**  
Reflection paper on cultural humility (K, V, S, C&A)  
Research paper (K, V, S, C&A)  
Reading response questions (K, V, C&A)  
**Required Readings:** Topics in readings reflect strengths based practice and importance of dimensions of diversity | Weeks 2, 3, 5,9,14  
Week 3  
Week 3  
Week 2 & 3  
Appendix D  
Appendix F  
Appendix C  
Weeks 2,3,5, 9,14 |
| **2.1.4 Engage in Practice-Informed Research and Research-Informed Practice**  
Advanced Generalist social workers understand and demonstrate that evidence informed practice derives from multi-disciplinary sources and multiple ways of knowing, demonstrate the processes for translating research findings into their | **Topics:** Evidence based common factors of effective therapy, research support for mindfulness skills in practice, discussion of research regarding multiple treatment models including CBT, Mindfulness, DBT (K, S, V, C&AP)  
**In class exercises:** | Week 1-4, 7,8,9,12-14 |
Focus area of practice.

**In class experiential exercises:**
- Mindfulness exercises
  - (K, S, C & AP)
- Small group discussions

**Assignments:**
- Reading Response questions
  - (K, S, V, C & AP)
- Research Paper
  - (K, V, S, C & AP)

**Required Readings:**
- Current research on evidence based best practice models.
  - (K, S, &C)

<table>
<thead>
<tr>
<th>Topics</th>
<th>All weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common factors of effective therapy, creating collaborative alliances and change strategies. Clarifying client’s theory of change, teaching emotional regulation skills, promoting resilience and using strengths based assessment. (K, V, S, C&amp;AP)</td>
<td>All weeks</td>
</tr>
<tr>
<td><strong>In class exercises:</strong> lectures, video demonstrations, role play practice, small and large group discussions. (K, V, S, C&amp;AP)</td>
<td>All weeks</td>
</tr>
</tbody>
</table>
| **Assignments:** Role Play Recording with partner & self-assessment paper
  - (K, S, V, C&A) | All weeks |
| Reflection paper on cultural humility (K, V, S, C&A) | All weeks |
| Reflection paper on using a CBT of mindfulness intervention
  - (K, V, S, C&A) | All weeks |
| **Required Readings:** Common factors of effective therapy, creating collaborative alliances and change strategies. Promoting resilience. (K, C&AP) | All weeks |

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**2.1.6 Engage with Individuals, Families, and Groups**

Advanced Generalist social workers understand and demonstrate that engagement is an ongoing component of the dynamic and interactive process of social work practice in the focus area with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They value the importance of human relationships. Advanced Generalist social workers understand and apply theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the focus area to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. They understand and demonstrate an array of strategies to engage diverse clients and constituencies to advance practice effectiveness in the focus area. Advanced Generalist social workers demonstrate advanced understanding of how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies in the focus area. They value and employ principles of relationship building and
inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals in the focus area.

2.1.7 **Assess Individuals, Families, and Groups**, Advanced Generalist social workers independently engage and apply their understanding of theories of human behavior and the social environment in the ongoing assessment of diverse individuals, families, groups, organizations and communities in the focus area. They engage in inter-professional collaboration and utilize methods of assessment appropriate to their focus area to advance practice effectiveness. Advanced Generalist social workers demonstrate an understanding of how their personal experiences and affective reactions may affect their assessment and decision-making.

| Topics: | Strength based multi-dimensional assessment, identifying client’s theory of change, clarifying differences between thoughts and feelings, impact of trauma, co-occurring substance use disorders, promoting resilience (K, V, S, C&AP) |
| In class Exercises: | Lectures, video demonstrations, role play practice, partner exercises, small and large group discussions. (K, V, S, C&AP) |
| Assignments: | Reflection papers on cultural humility (K, V, C&AP) |
| Required Readings: | Strength based assessment and treatment planning, intersectionality of dimensions of diversity in symptom presentation, impact of trauma on physical and mental health. (K, C&AP) |

Weeks 2,3,5, 11, 14

2.1.8 **Intervene with Individuals, Families, and Groups** Advanced Generalist social workers recognize and understand intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They independently identify, analyze and implement evidence-informed interventions to achieve the goals of clients and constituencies in the focus area. Advanced Generalist social workers incorporate their knowledge of theories of human behavior, the social environment

| Topics: | common factors of effective therapy, creating collaborative relationships, understanding identity as multi-dimensional, Evidence based treatment models of CBT, mindfulness, and trauma informed therapy. Treating co-occurring SUDS, conceptualization of anxiety and stress related disorders (K, V, C & AP) |
| In class Exercises | Lecture, readings, videos, and small/large group discussions on Evidence Based Interventions to treatment of mental illness & research on mental wellness (K, V, C&AP) |

Weeks 1,2,3,5,7, 8, 9,11,12, 14

Weeks 1,2,3,4,5,7, 8, 9,11,12, 14

Appendix D

Appendix G

Appendix E
when selecting, and implementing interventions in the focus area. They also engage in interdisciplinary, interprofessional, and inter-organizational collaboration as appropriate, in evaluating and implementing interventions.

| Assignments: | Reflection paper on using a CBT of mindfulness intervention (K, V, S, C&A) |
| Role Play Recording with partner & self-assessment paper |
| Research Paper (K, V, S, C&AP) |

**Required Readings:** Current research and theory on various treatment models including: CBT, Mindfulness, DBT, ACT, SUDS, and co-occurring disorders. (K, C&AP)

**Assignments:**
- Reflection paper on using a CBT of mindfulness intervention (K, V, S, C&A)
- Role Play Recording with partner & self-assessment paper
- Research Paper (K, V, S, C&AP)

**Topics:**
- common factors of effective psychotherapy, creating collaborative relationships, therapeutic use of self, developing effective change strategies, assessing effectiveness of CBT, tailoring treatment to the individual, developing solid treatment plans to measure progress, connection between trauma and SUDS.

**In class Exercises:**
- Lectures, readings, and class discussions in evaluating outcomes and practice effectiveness in mental health treatment with individuals, groups, and families. (K, S)

| Weeks 6 & 7 | Appendix F |
| Week 6 & 7 | Appendix F |
| Weeks 1, 2, 3, 5, 7, 8, 9, 11, 12, 14 | |
Appendix B

Guidelines for High Quality Class Discussion

Successful class discussion depends upon people being “good citizens” by taking joint responsibility for making sure that discussion moves forward. That means both following guidelines and helping to enforce them. Listening well, making productive contributions, and facilitating discussion are all important social work skills.

1. Complete the reading before class.

2. Prepare for class in advance. Ask yourself what is one thing I would like to learn more about on this topic? Write out any questions or thoughts you would like to share about the material. You will not hand these notes in, they are for your own benefit.

3. Listen deeply to others. While others are talking, practice being fully present and giving them your undivided attention.

4. Raise questions. Asking questions that seek to clarify an issue, that demonstrate you are listening, or that will stimulate deeper thinking is often more valuable than making points.
5. Build on each other’s ideas. Refer to each other and let people know how your point is related to the discussion.

6. If you want to change the direction of the discussion, make it explicit. By doing so, you allow the class to decide whether or not they want to change direction. You allow the class to finish one discussion before starting another. This also allows the class to know where you are coming from. You may know what you are talking about, but the class may not – they may still be thinking about the previous discussion, and not realize that you are changing the topic.

7. Make your point and support your position, then allow the discussion to move on. Do not persist in defending points. It is frustrating to others when a participant keeps bringing the conversation back to the same point and re-states it repeatedly.

8. Bring in your background. Let others know where you are coming from. Tell the class if you are using information from personal experience or from knowledge gained outside of class. If you don’t, some people may wonder where the information is from – was that in the readings?

9. Respect diversity of opinions and perspectives:
   a. Do not stereotype and never dismiss. For example, if someone takes a feminist position one day, that does not mean that every time that person speaks everyone should roll their eyes and think, “here we go with the feminist position again!”
   b. Do not assume. We come from a variety of backgrounds and have a diversity of lives that you may or may not be aware of. Don’t assume that we are all the same or that we do not necessarily share in difficult experiences. Make no assumptions!

10. Make the classroom a safe place. Things that people say in the classroom should not be repeated outside of class. Discussion and learning happen when people feel that they can experiment, openly discuss ideas, try on different concepts, be challenged, and grow without being judged. No one wants to be standing in the coffee line and hear someone say, “Can you believe that she said that…!”

**Guidelines are modified from those developed by Betty Kramer and Colleen Mahoney, UW-Madison School of Social Work**
Appendix C

SW 835: Advanced Practice in Mental Health

Reading Response Written exercise

10 points

Purpose: Stay current with the class readings and demonstrate some critical thinking about how to implement new research and concepts into your clinical social work practice.
Content: Pick one article, chapter or video from the assigned readings on the syllabus to focus on. You will come up with one summarizing comment and one question that was generated for you. You will submit these reading responses via email to the instructor by Friday at 5pm. This will allow the instructor time to incorporate your insights and questions into class the following day. You will submit one comment in the form of a complete sentence and one questions also in the form of a complete sentence.

Grading: 2 points (one per each sentence)

**You will miss points if you are not on time or if your sentences do not seem to capture an important essence of the article or chapter which you chose to write about.

Due Dates: The due dates listed are correlated with the class dates. You will submit your reading response statement and question via email to the instructor by the Friday at 5pm prior to the class dates listed below.

9/16
9/23
10/7
10/28
11/18
**Purpose:** The purpose of this assignment is to reflect on how your experiences of privilege and/or oppression impact you and to explore how you can use cultural humility to work with clients who come from a different cultural heritage than your own.

**Due Date:** Sept. 30 (Week 4)

**Content:** Reflecting on the ADDRESSING exercise you did in class and the Hayes chapter you read, discuss some of your own experiences of privilege and oppression. Remember Addressing is (Age, Developmental disability, Ethnic or racial identity, Socioeconomic status, Sexual orientation, Indigenous heritage, National Origin, Gender) Discuss the therapy skills that will support you in practicing with cultural humility. Briefly discuss the pros and cons of practicing with a perspective that is informed by cultural humility.

**Length:** 2-3 pages

**Format:** Double spaced, 12 pt. Times Roman font, 1 inch margins

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**Grading Rubric**

10 Points

| Thoughtful exploration of personal experiences of privilege and oppression | 4 |
| Thoughtful exploration of the benefits of cultural humility in practice | 4 |
| Clear articulation of ideas: excellent organization, spelling, and grammar | 2 |
| **Total:** | **10** |

---

**Appendix E**

**SW 835: Advanced Practice in Mental Health**

**Reflection Paper:** CBT or Mindfulness Practice

10 points
**Purpose:** You will be more effective as a therapist if you have some personal experience with the strategies you are teaching your clients. This assignment is an opportunity to experiment with either a CBT or Mindfulness therapeutic technique and reflect on your experience.

**Content:** Choose from a variety of CBT and Mindfulness therapeutic techniques that you will be given in class. Do the exercise yourself and write about your experience. Reflect on your experience and what you learned from doing it. Also discuss your likelihood of using this strategy with your clients and explain why or why not.

**Length:** 2-3 pages

**Format:** Double spaced, 12 pt. Times Roman font, 1 inch margins. If you do site references in your paper make sure they follow the APA guidelines.

**Due Date:** 11/11 (Week 10)

**Grading Rubric**

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thorough engagement with a therapeutic technique is discussed</td>
<td>4</td>
</tr>
<tr>
<td>Thorough exploration of using this technique in clinical practice is discussed</td>
<td>4</td>
</tr>
<tr>
<td>Clear articulation of ideas: excellent organization, spelling, and grammar</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>
In order to practice with competence and to remain competitive in the work force, social work clinicians must continuously evaluate scientific evidence related to their practice. This assignment is designed to give you the opportunity for an in-depth evaluation and exploration into a contemporary mental health treatment model. You are to write approximately 8-10 pages (excluding the title page, abstract, & references) on your chosen model. The expectation is that you articulate a comprehensive understanding of ONE of the following treatment models and critique it following the format laid out in the How to organize your paper section.

Choose one of the following treatment models:

1. Dialectical Behavioral Therapy (DBT)
2. Motivational Interviewing (MI)
3. Assertive Community Treatment
4. Acceptance and Commitment Therapy (ACT)
5. Cognitive Behavioral Therapy (CBT)
6. Mindfulness Informed Cognitive Behavioral Therapy (MCBT)

**If there is another model you would like to write about please discuss this possibility with me.

IT IS STRONGLY RECOMMENDED THAT YOU SUBMIT AN OUTLINE FOR REVIEW BEFORE STARTING YOUR PAPER

**How to organize your paper**

Use consistent titles and subtitles for each of these required sections:

1. **Title page**
2. **Abstract** (350 words maximum, on its own page)

Provide a succinct description of the model and what you have learned about it. You will want to write your abstract last. It is important that the abstract provides a roadmap for your paper and does not mention any findings or conclusions that are not already contained in your paper.
3. Give a Brief Introduction and History of the Model
Introduce the model and talk about the societal climate in which it evolved. This is the who, what, when, and where of the models’ development. For example, who was instrumental in developing it? What was their rationale for doing so? When did this take place? What is unique about this model compared to the prevailing ones of the time?

4. Clinical application of the Treatment Model
Describe the main components of this treatment model and how it is theorized to work. Describe the strengths and limitations of implementing this model in clinical social work. Discuss any barriers to use the model such as cost, setting, insurance reimbursement, time, training, ease of use.

5. Efficacy of Treatment Model
Identify the specific problems that the model has been proven to improve according to the research. Summarize the most rigorous evidence that exists to support this model and also the evidence that challenges its effectiveness. This typically involves identifying systematic reviews, meta-analysis, and/or individual randomized controlled trials that have evaluated the effectiveness of the model. Make sure to mention the specific populations and problems it has been shown to work well with and also less effective with. Also define which treatment settings this model is most successful in (agencies, schools, hospitals, jails, private practices, etc.) according to the research.

6. Assess the Multi-cultural application of this Model
Discuss how this model supports or undermines mental health issues in majority and minority populations. Discuss if/how this model encourages practitioners to develop an understanding of clients that takes into account the multiple dimensions of their identity (age, gender, ethnicity, socioeconomic status, religion, etc.).

7. Suggestions for future research
Suggest areas where further research is needed to better understand the efficacy of this model. Focus specifically on how this model could be better studied to benefit minority cultures.

8. References
Use the American Psychological Association’s Publication Manual (6th edition) as a guide in preparing your reference list and citing resource material in the text of your paper. Citing the Digital Object Identifier (DOI) is not necessary, but all other aspects of APA-6 must be followed. Guidelines for the APA citation standard can be found on the Writing Center’s website: http://www.wisc.edu/writing/Handbook/DocAPA.html

Formatting
Papers must use APA-6 formatting throughout. The paper should be Times Roman 12pt font, 1-inch margins, and double-spaced. A title page and references page are required. Students are encouraged to make use of the University Writing Lab for this assignment and to have someone else proofread the paper.

**Selecting references and citations**
Read the following web site about incorporating sources in your paper: [http://writing.wisc.edu/Handbook/QuotingSources.html](http://writing.wisc.edu/Handbook/QuotingSources.html). Claims in your paper must be backed by citations. When incorporating a reference, do not “go beyond” the findings of the source by making claims that were not supported. You should utilize *at least 4 different current* (within the last 10 years) references, and incorporate *at least 10 citations* (there is no maximum limit); any single citation should not be used repeatedly. Use high quality references only. Some organizations such as NAMI and NIMH have great informational websites that can help you with summary information. However, do not use these in place of literature from journals and books.

**Grading**
Your paper will be graded according to these considerations:
1. The paper thoroughly addresses all of the elements of the assignment
2. The paper is well organized
3. The paper is written in a style that allows the reader to easily grasp the points being made
4. There are no obvious grammatical or spelling errors
5. The writing is free of jargon
6. The references are of high quality
7. The references are properly cited
Appendix G

SW 835: Advanced Practice in Mental Health

Role Play & Self-Assessment Assignment

**Purpose:** The purpose of this assignment is to demonstrate that you have attained some mastery of social work practice skills learned in class and to assess what you feel you did well and opportunities for improvement.

**Due Date:** 10/21 week 7

**Role Play**
You will video record a role play demonstrating the practice skills learned in class and from assigned readings. Your recorded role play should be 15 minutes. You will work in pairs for this assignment. Your recording will capture you as the role of the social worker with your partner in the role of client.

Do not read from scripts for this assignment. The purpose is not to demonstrate your acting ability but rather to demonstrate that you are learning to apply the basic skills and concepts of collaborative, competency-based counseling. Assigned readings and class discussions and activities will be most helpful. Class time will be provided in the Practice Skills Lab. If you need additional time, arrangements can be made to reserve lab time outside of class.

For the role play, you are free to make up a fictitious scenario or one based on an actual client case (be sure to not use any identifying information). Alternatively, you may use one of the scenarios described below.

**Required Content:**
Your role play should demonstrate the following:
- Develop rapport and alliance with client
- Collaboratively identify presenting issue
- Identify and affirm client strengths
- Use of open-ended questions
- Reflective listening
- Use of summaries
- Eliciting and responding to “possibility talk”
- Responding to client “non-verbals”
- Collaborative goal setting (absence and/or presence of observable behaviors)

An orientation to the lab and the video recording equipment will be provided during class time. You will save your recording and copy it to a USB drive so you can view it
later when your write your self-assessment paper. Please test and verify that your recording plays properly for the duration from the USB drive.

The most important preparation you can do for this assignment is to carefully construct a scenario that provides you with opportunities to incorporate all of the above required elements. Also, be sure to thoroughly brief your role play partner before you begin the role play.

**Self-Assessment Paper**

Write a 3-5-page self-assessment paper evaluating your role as the social worker, including both what you think you did well and opportunities for continued practice. Your evaluation should reflect a thoughtful and thorough appraisal of your work, including both the verbal and non-verbal dynamics of the session. When referring to the skills you used, mention where they occurred in the video (the time of playback).

**Formatting:** Papers must use APA-6 formatting throughout. The paper should be **double-spaced, Times Roman 12 pt. font, with 1-inch margins.** Please include a title page. Students who have writing challenges are encouraged to make use of the University Writing Center for this assignment and/or to have someone else proofread your paper.

**Selecting references and citations.** No specific number of references is required for this paper, but claims in your paper must be backed by citations and a reference page if appropriate.

**OPTIONAL SCENARIOS**

1. You are about to see a 29-year-old man who called last week for an appointment. You look into the waiting room and observe a large male, heavily tattooed, wearing a red bandanna and other clothing suggesting that his primary mode of transportation is by motorcycle. He has a Spanish surname. On his intake form, he wrote a few sentences about feeling depressed, anxious, and angry a lot of the time. He also noted that he lives with his mother, who is in her 60s and in poor health. His form indicates that he has a 13-year-old son from a long-term relationship which ended 5 years ago. The son does not live with him. For employment, he has listed that he works as a bouncer for live-music shows.

2. A 43-year-old woman comes to the clinic for her first appointment. She says that she was referred by her primary care physician, who told her that he believes that she is depressed. He has done medical workups to assess her symptoms that include fatigue, loss of appetite, a sense of physical “weakness” and feeling generally unwell, but has no findings that would explain her symptoms.
She is an African-American woman with three sons, ranging in age from 13-17. She reports on her intake form that she has been separated for many years from her husband, who lives in Chicago. She reports that for most of her adult life, until two years ago, she was working as a unit clerk in a city hospital. She also had a side job as a retail clerk in a department store. Fatigue and weakness have prevented her from working and she is receiving SSDI as a source of income.

She is very skeptical about being diagnosed with “depression” and has not had any previous experience with counseling, nor does she know anyone who has been told they are “crazy” (her words) and sought services for that.

3. A 17-year-old boy is coming to the clinic accompanied by his grandmother, with whom he lives. The intake form indicates that he has been more withdrawn for the last 2-3 months, spending much of his time online. His grandmother is concerned that he will not be able to do well in high school and one of her main concerns is that he will not be able to get into a “good college” if his grades plummet. When you look into the waiting room, you notice that the boy is sitting apart by several seats from a woman who looks like she could be his grandmother. You go out and greet him, ascertain that the woman is in fact his grandmother, and invite them both to meet with you. (For purposes of this practice, you can have an initial session with both of them, or one of them.)

<table>
<thead>
<tr>
<th>Categories</th>
<th>Exemplary (100% credit)</th>
<th>Satisfactory/Acceptable (70-99% credit)</th>
<th>Fair/Requires Improvement (40-69% credit)</th>
<th>Poor (&lt;40% credit)</th>
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<tr>
<td>Role-play (15 points)</td>
<td>Role-play was an</td>
<td>Role-play was an</td>
<td>Role-play is too long or</td>
<td>Video is not complete,</td>
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<td>completion and triangulation with lecture and readings 15 points</td>
<td>appropriate length (~15 minutes), all instructions were followed, and video was submitted properly. Video demonstrates <strong>earnest</strong> attempts to apply knowledge and skills learned in class.</td>
<td>appropriate length (~15 minutes), <em>most</em> instructions were followed, and video was submitted properly. Video demonstrates attempts to apply knowledge and skills learned in class.</td>
<td><em>short, important instructions missed</em>, OR video was not submitted properly. Video demonstrates some lack of preparedness in the application of knowledge and skills learned in class.</td>
<td>significantly neglected instructions for the assignment, or very little application of knowledge and skills learned in class.</td>
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<td>Self-assessment (15 points)</td>
<td>Role-play session is summarized concisely. <em>Thoughtfully reflects on</em> strengths and articulates goals to work on in future sessions.</td>
<td>Role-play session is summarized concisely. <em>Identifies</em> strengths and goals to work on in future with some thoughtful reflection.</td>
<td>Role-play session is summarized. <em>Strengths and goals are mentioned but critical aspects of the clinical interaction that were particularly strong or need improvement were not discussed.</em></td>
<td>Role-play session summary is not complete. Goals and strengths are not well articulated.</td>
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<td>Self-assessment 10 points</td>
<td>Writing demonstrates proficiency in <strong>all</strong> course material that relates to the student’s paper.</td>
<td>Writing demonstrates proficiency in <strong>most</strong> of the material covered in lecture and readings that relates to the student’s paper, but some concepts or facts were not represented.</td>
<td>Writing demonstrates proficiency in a <strong>most</strong> of the course material that relates to the student’s paper, but clear conflicts exist.</td>
<td>Writing demonstrates that the student did not understand critical aspects of the course material.</td>
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<td>Triangulation with course lecture and readings 3 points</td>
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<td>Organization, spelling &amp; grammar</td>
<td>2 points</td>
<td>All paragraphs are coherent and organized. Paper is easy to read, no awkward sentences, no spelling or grammatical errors. No deviations from formatting or APA-6 style.</td>
<td>Almost all paragraphs are coherent and organized, contains at most a few awkward sentences, or a few spelling and grammar errors. Neglected any formatting or APA-6 instructions.</td>
<td>Parts are difficult to understand, incomplete sentences, or more than a few spelling and grammar errors. Neglected several formatting or APA-6 instructions.</td>
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