

Instructor/TA Info

Instructor Information

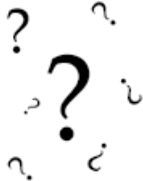

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Course Information

Description

This Advanced Practice Skills course is designed to provide graduate students with the knowledge and skills necessary to appropriately select treatment strategies for a wide variety of psychiatric disorders. Emphasis will be placed on the relationship between assessment and treatment, and the need for accountability in social work practice for specific, appropriate, and effective intervention objectives.

Materials

Item	Price (new)	Price (used)
 <u>CLINICAL HANDBOOK PSYCHOLOGICAL DISORDERS 5E</u> - <i>Required</i> by BARLOW, D	87.00	65.25
 <u>GREAT PSYCHOTHERAPY DEBATE</u> - <i>Required</i> by WAMPOLD, B	49.95	37.50

Learning Outcomes

CSWE Educational Policy 2.1.1

Identify as a professional social worker and conduct oneself accordingly.

Advanced:

- a. readily identify as social work professionals.
- b. demonstrate professional use of self with client(s).
- c. understand and identify professional strengths, limitations and challenges.
- d. develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives.

CSWE Educational Policy 2.1.2

Apply social work ethical principles to guide professional practice.

Advanced:

- a. apply ethical decision-making skills to issues specific to clinical social work.
- b. employ strategies of ethical reasoning to address the use of technology in clinical practice and its effect on client rights.

CSWE Educational Policy 2.1.3

Apply critical thinking to inform and communicate professional judgments.

Advanced:

- a. engage in reflective practice.
- c. evaluate, select, and implement appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation tools.

CSWE Educational Policy 2.1.7

Apply knowledge of human behavior and the social environment.

Advanced:

- c. consult with medical professionals, as needed, to confirm diagnosis and/or to monitor medication in the treatment process.

CSWE Educational Policy 2.1.10a - Engagement

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

Advanced:

- b. attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance.

CSWE Educational Policy 2.1.10b - Assessment

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

Advanced:

- a. assess clients' readiness for change.
- b. assess client coping strategies to reinforce and improve adaptation to life situations, circumstances, and events.
- c. select and modify appropriate intervention strategies based on continuous clinical assessment.

CSWE Educational Policy 2.1.10d - Evaluation

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

Advanced:

- b. use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions.

Grading Scale

Grades	Percent
A	95%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%

D	63%
D-	60%
E	0%

Grading Policy

Students are expected to submit assignments on time. Assignments submitted after the deadline (even by one minute) will be penalized by a reduction of 5% of the final score for each hour past the deadline. For example, if the deadline is 11:59pm and a student submits the assignment at 12:05am, that student's final score will be penalized by 5%. If another student submits their assignment at 1:30am, they will be penalized with a 10% reduction in their final score. And so on.

Participation Policy

Course objectives will be met through lectures, discussion, assigned readings, in-class projects, assignments and exams. Students are expected to attend class, read what is assigned prior to class and be prepared for graduate level discussion, complete assignments on time, and respect others by limiting distractions (e.g., using laptop for purposes unrelated to the class) and appropriately participating. All papers assigned for this course are to be written using APA guidelines throughout. Students are allowed to use computers or tablets during class for class-related purposes only. However, to do so, each student needs to inform the professor and verbally agree to this policy.

Attendance Policy

Students are expected to attend each class and arrive on time. Students who arrive late (after their name has been called) will be considered absent. Students' final grade will be penalized 5% for every three absences.

Assignments

Assignment Descriptions

Assessment Framework

Jan
25

Due: Monday, Jan 25 at 2:45 pm

Each team of students will develop a framework for conducting thorough bio-psycho-social assessments in direct social work practice. Students will develop this framework **in-class** and it should be informed by the Probst chapter.

RAT 1

Feb
01

Due: Monday, Feb 01 at 1:00 pm

Readiness Assessment Tests (RATs) will be administered in individual (iRAT) and team (tRAT) formats. RAT 1 WILL COVER ASSIGNED READINGS LISTED ON THE SYLLABUS SCHEDULE FOR FEB 01 - FEB 08. RATs will be used to promote reading of course material prior to class discussion so that questions can be raised to stimulate discussion, especially on topics that are not clear to students.

RAT 2

Feb
16

Due: Tuesday, Feb 16 at 1:00 pm

Readiness Assessment Tests (RATs) will be administered in individual (iRAT) and team (tRAT) formats. RAT 2 WILL COVER ASSIGNED READINGS LISTED ON THE SYLLABUS SCHEDULE FOR FEB 16 - FEB 22. RATs will be used to promote reading of course material prior to class discussion so that questions can be raised to stimulate discussion, especially on topics that are not clear to students.

RAT 3

Feb
29

Due: Monday, Feb 29 at 1:00 pm

Readiness Assessment Tests (RATs) will be administered in individual (iRAT) and team (tRAT) formats. RAT 3 WILL COVER ASSIGNED READINGS LISTED ON THE SYLLABUS SCHEDULE FOR FEB 29 - MAR 07. RATs will be used to promote reading of course material prior to class discussion so that questions can be raised to stimulate discussion, especially on topics that are not clear to students.

Psychosocial Assessment

Feb
29

Due: Monday, Feb 29 at 11:59 pm

Students will conduct a bio-psycho-social assessment based on a film shown in class. This assessment will result in a written paper that identifies the pertinent information obtained while viewing the film in areas such as background, diagnoses, and treatment recommendations. This will provide students an opportunity to practice identifying information that is useful for social work practice, and to formulate thoughtful conclusions and clinical recommendations based on their assessment. A detailed description of this assignment and a grading rubric will be found in the "Content" tab.

RAT 4

Mar
14

Due: Monday, Mar 14 at 1:00 pm

Readiness Assessment Tests (RATs) will be administered in individual (iRAT) and team (tRAT) formats. RAT 4 WILL COVER ASSIGNED READINGS LISTED ON THE SYLLABUS SCHEDULE FOR MAR 14 - MAR 28. RATs will be used to promote reading of course material prior to class discussion so that questions can be raised to stimulate discussion, especially on topics that are not clear to students.

Case Study Development

Mar
21

Due: Monday, Mar 21 at 11:59 pm

As a team, students will develop a case study based on a diagnosis contained in the DSM-5 that students might encounter in the field. Each case study will be written with enough detail to give the reader enough information about the case to arrive at an accurate assessment, diagnosis and treatment plan. The case study should, as close as possible, resemble a real case that a social worker might encounter. Accordingly, there should be "noise" included in the case study that readers must sift through to arrive at an accurate assessment, diagnosis and treatment plan. A detailed description of this assignment and a grading rubric will be found in the "Content" tab.

RAT 5

Apr
04

Due: Monday, Apr 04 at 1:00 pm

Readiness Assessment Tests (RATs) will be administered in individual (iRAT) and team (tRAT) formats. RAT 5 WILL COVER ASSIGNED READINGS LISTED ON THE SYLLABUS SCHEDULE FOR APR 04 - APR 11. RATs will be used to promote reading of course material prior to class discussion so that questions can be raised to stimulate discussion, especially on topics that are not clear to students.

Case Study Solution Paper

Apr
19

Due: Tuesday, Apr 19 at 11:59 pm

Each team of students will be responsible for solving a case study. Solving the case will involve developing plans for conducting a thorough assessment, arriving at and justifying an accurate DSM-5 diagnosis, and designing a treatment plan that will include the type, duration and frequency of the recommended treatment modalities including theoretical justification of such. Each team will present their solution to the case they are given in the form of a paper.

A detailed description of this assignment and a grading rubric will be found in the "Content" tab.

Class Participation

Apr
19

Due: Tuesday, Apr 19 at 11:59 pm

Students will be expected to attend class prepared to participate in class discussions, activities, etc. If two or more classes are missed, students will not earn any credit for class preparation. The purpose of class participation is to learn not only course content, but how to ask thoughtful questions, work in a team, and facilitate meaningful discussions. Being prepared for each class is centrally important for this to happen.

Point Breakdown

Categories	Percent of Grade
Readiness Assessment Tests (RATs)	35%
Psychosocial Assessment	25%
Case Study	30%
Preparation & Participation	10%

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for

yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> (<https://titleix.byu.edu/report-concern>) or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>).

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	Topics	Assignments & Tests	Readings
Week 1			
M Jan 04 Monday	First Day of Winter Semester (01/04/2016 - 04/12/2016) INTRODUCTION TO COURSE		
Week 2			
M Jan 11 Monday	<ol style="list-style-type: none"> Schizophrenia and Other Psychotic Disorders Assessment and Diagnosis 		<ol style="list-style-type: none"> Barlow, CH 12 Probst, CH 13 (see "Content" tab)
Week 3			
M Jan 18 Monday	Martin Luther King Jr Day		
Week 4			
M Jan 25 Monday	<ol style="list-style-type: none"> Bipolar Disorder The Medical Model 	Assessment Framework	<ol style="list-style-type: none"> Barlow, CH 11 Wampold, CH 1
Week 5			
M Feb 01 Monday	<ol style="list-style-type: none"> Depression The Contextual Model 	RAT 1	<ol style="list-style-type: none"> Barlow, CH 7 Wampold, CH 2
Week 6			

M Feb 08 Monday	Depression cont...		Barlow, CH 8 & 9
Week 7			
M Feb 15 Monday	Presidents Day		
T Feb 16 Tuesday	Monday Instruction 1. Anxiety 2. Medical Model vs. Contextual Model	RAT 2	1. Barlow, CH 3 2. Wampold, CH 3
Week 8			
M Feb 22 Monday	Anxiety cont...		Barlow, CH 5
Week 9			
M Feb 29 Monday	1. Obsessive-Compulsive Disorder 2. Benefits of Psychotherapy	Psychosocial Assessment RAT 3	1. Barlow, CH 4 2. Wampold, CH 4
Week 10			
M Mar 07 Monday	1. Posttraumatic Stress Disorder 2. Common Factors		1. Barlow, CH 2 2. Wampold, CH 5
Week 11			
M Mar 14 Monday	1. Eating Disorders 2. Therapist Effects	RAT 4	1. Barlow, CH 17 2. Wampold, CH 6
Week 12			
M Mar 21 Monday	1. Alcohol & Drug Use Disorders 2. General Effects	Case Study Development	1. Barlow, CH 13 2. Wampold, CH 7
Week 13			
M Mar 28 Monday	Alcohol & Drug Use Disorders cont...		Barlow, CH 14 & 15
Week 14			
M Apr 04 Monday	1. Sleep Disturbance 2. Specific Effects	RAT 5	1. Barlow, CH 16 2. Wampold, CH 8

Week 15			
M Apr 11 Monday	<ul style="list-style-type: none"> 1. Borderline Personality Disorder 2. Implications of the Contextual Model 		<ul style="list-style-type: none"> 1. Barlow, CH 10 2. Wampold, CH 9
Week 16			
M Apr 18 Monday	<ul style="list-style-type: none"> 1. Couple Distress 2. Practice Evaluation Strategies <p>CONCLUSION TO COURSE</p>		<ul style="list-style-type: none"> 1. Barlow, CH 18 2. Davis - RSWP Article (see "Content" tab)
T Apr 19 Tuesday	<p>Final Exam: B132 JFSB 2:30pm - 5:30pm</p>	<p>Case Study Solution Paper Class Participation</p>	