**SAMPLE SYLLABUS 4: Undergraduate Social Work Course**

**Practice II – Intervention/Evaluation**

**Course Description**: This course ends a two-course sequence that provides the foundation for social work practice with individuals and families. Content includes goal-setting and contracting, planning and implementing change strategies, utilizing evidence-based practice research, interdisciplinary collaboration, advocacy, resource development and practice evaluation.

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| Course StudentLearning Outcome | Competency | Practice Behavior | Assignments/Method of Assessment |
| 1) Demonstrate ability to develop mutually agreed upon interventiongoals and objectives.2) Demonstrate ability to select appropriate intervention strategies for particular consumer issues.3) Describestrategies to evaluate and monitor consumer progress over time4) Identify treatment outcomes that are appropriate for specificinterventions for individuals with serious emotional or behavioral issues. | SLO 10 (EPAS 2.1.10) Engages, assesses, intervenes and evaluates individuals, families, groups, organizations, and communities.  | 10(A) Engagement1. Develops rapport and addresses confidentiality appropriately with individuals, families,groups, organizations and/orcommunities.2. Uses empathy and other interpersonal skills (e.g. attending behaviors and basic interviewing skills).3. Develops a mutuallyagreed-on focus of work and desired outcomes.10(B) Assessment1. Collects organizes and interprets consumer system/ organizational data.2. Assesses consumers/consumer systems and strengths and limitations.3. Develop mutually agreedupon intervention goals and objectives and select appropriate intervention strategies. | 1. Readings2. Topics:Introduction to evidence-based practice; ethical issues in evidence-based practice; behavioral health-care oriented best practices3. Assessment:a) Midterm examb) role play assignmentc) integrative assignmentd)SBIRT  |
| Course StudentLearning Outcome | **Competency** | **Practice Behavior** | **Assignments/Method of Assessment** |
| 6) Demonstrate a working knowledge of relevant theoretical frameworks and evidence-based services (such as the recovery paradigm and self-help strategies) to intervene with consumers of mental health services. | SLO 7 (EPAS 2.1.7) Apply knowledge of human behavior and the social environment.  | 7.4 Utilizes a range of theoretical frameworks to guide the processes of assessment, intervention, and evaluation.  | 1. Readings2. Topics:Recovery model, illness management and recovery, CBT, SBIRT,motivational interviewing, and solutions focused therapy models.3. Assessment:a) Midterm examb) role play assignmentc) integrative assignment |
| 7) Translate research, identified in the literature as demonstrating effective treatment outcomes, into practice principles for individuals with serious emotional or behavioral problems  | SLO 3 (EPAS 2.1.3) Apply critical thinking to inform and communicate professional judgments.  | 3.3 Utilizes appropriate models of assessment, prevention, intervention and evaluation.3.4 Demonstrates effectiveoral communication in working with individuals, families, group, organizations, communities, and colleagues.  | 1. Readings2. Topics:Evaluating evidence for practice, including research, cultural applications, and community based evidence.3. Assessment:a) Faith integration response paperb) Midterm examc) role play assignmentd) integrative assignment |
| 8) Demonstrate an understanding of evidence-based interventions and their applicability/ variability based on societal and technological trends.  | SLO 9 (EPAS 2.1.9) Respond to contexts that shape practice.  | 9.2 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant service.  | 1. Readings2. Topics:a) Ethical issues in application of technology in practice, application of evidenced based practice, cultural relevance.3. Assessment:a) Midterm examb) role play assignmentc) integrative assignmentd)SBIRT |
| Course StudentLearning Outcome | **Competency** | **Practice Behavior** | **Assignments/Method of Assessment** |
| 9) Describe the role of social work values and ethics in evidence-based practice with individuals needing emotional or behavioral intervention. | SLO 2 (EPAS 2.1.2) Apply social work ethical principles to guide professional practice.  | 2.1 Is knowledgeable about the value base of the profession and makes ethical decisions by applying standards consistent with the NASW Code of Ethics and other guidelines/ principles of the profession.2.2 Recognizes and manages personal values and biases in ways that allow professional values to guide practice.2.4 Applies strategies of ethical reasoning to arrive at principled decisions. | 1. Readings2. Topics:a) Ethical issues in evidence- based practices, wellness self- management and recovery, discussion of specificevidence-based practices.3. Assessment:a) Midterm examb) role play assignmentc) integrative assignment |
| 10) Discuss for which type of consumers the evidence base on a given practice exists.11) Discuss principles for adapting interventions for use with diverse groups of consumers. | SLO 4 (EPAS 2.1.4) Engage in diversity and difference in practice.  | 4.2 Recognizes the extent to which a culture’s structures and values may oppress, marginalize, alienate, or enhance privilege and power.4.3 Demonstrates self- awareness in eliminating the influence of personal biases and values in working with diverse groups, including treating consumers with dignity and respect.  | 1. Readings2. Topics:Principles for adapting interventions for use with diverse groups.3. Assessment:a) Midterm examb) role play assignmentc) integrative assignment |
| 12) Articulate critical analysis of one’s own Christian world-view and how it influences choice of therapeutic approaches to help relationships, including evidence- based practices. | 11. Faith Integration(EPAS 2.1.11)Articulate how Christian beliefs and values can be ethically integrated in professional social work practice.  | 11.1 Demonstrates an understanding of a Christian world view as related to social work practice.11.2 Critically analyze howChristian, spiritual, or religious traditions assist of hinder the helping process.  | 1. Readings2. Topics:Ethical issues in evidence- based practice. Diversity considerations in integration of faith in practice. Spirituality based assessment/ intervention.3. Assessment:a) Faith integration response paperb) Midterm examc) integrative assignment |
| Course StudentLearning Outcome | **Competency** | **Practice Behavior** | **Assignments/Method of Assessment** |
| 13) Describe the importance of using evidence-based practices with individuals with a diagnosis of serious mental illness.14) Critically review the research literature to determine the level of evidence that exists for a practice. | SLO 6 (EPAS 2.1.6) Engage in research- informed practice and practice-informed research.  | 6.1 Employs evidence-based interventions and policies.6.2 Integrates research findings and professional judgment to improve practice, policy, and social service delivery.6.3 Evaluates their own practice for effectiveness and improvement.  | 1. Readings2. Topics:Introduction to evidence-based practice; best practices for family caregivers of people with severe mental illness3. Assessment:a) Midterm examb) role play assignmentc) integrative assignment |

**Assignments**

1. Faith integration reflective paper – 15% of grade

Write a five-page reflective paper on the topic: Can faith and evidence-based practice co-exist?

Due Date: 2/11/17

1. Midterm exam - 20% of grade

You will complete an in-class midterm examination (multiple choice) on evidence-based practices and terminology that we discuss during the first half of the class. Due Date: 3/3/17

1. Role-play presentation on an evidence-based practice – 20% of grade

You will be the therapist in a role-play (you will pre-record a video-based role play). For 8-10 minutes, you will act as a social work therapist who is working with a consumer (a fellow classmate playing a consumer role). You will demonstrate aspects of one of the evidence-based practices that we are studying when intervening with the consumer. Due Date: 4/7/17

1. Participation – 15% of grade

Credit will be based on attendance, punctuality, active participation in exercises and discussions, and demonstrated commitment to distraction-free class environments (in seat other than during breaks, no cell phone use, no inappropriate laptop use, appropriate questions, attention to content, and mindfulness – being present and ready to learn in the classroom rather than being “checked out” or distracted). Due Date: ongoing

1. Faith and Spirituality Integrated (SBIRT) Training- 5% of grade

You will be required to complete a 4-hour online training of Faith & Spirituality Integrated SBIRT. SBIRT stands for Screening, Brief Intervention, and Referral to Treatment. This is an evidenced based practice in screening clients to determine their level of alcohol and/or drug use, inform them of the results of the screen, and if indicated, engage the patient in a brief motivational conversation (called a motivational interview) regarding next steps. *This training was reviewed by the California Department of Health Care Services, and fulfills the 4-hour SBIRT training requirement noted in the All Plan Letter dated February 10, 2014 (APL 14-004).* The online training must be accessed through the following link: ([www.sbirtfaithandspirituality.org](http://www.sbirtfaithandspirituality.org)). Follow the instructions to register by creating an account.

* + After you have registered complete the 6 SBIRT training modules.
	+ Upon completion of the online training print out a copy of the Certificate of Completion. You must bring a copy of the Certificate of Completion to class in order to practice SBIRT.
	+ In class you will be required to practice delivering the SBIRT intervention with a standardized patient (fellow student).
	+ Completion of both the online training and in class practice are required for you to earn points for completing the assignment.
	+ You must complete a 30-day follow up evaluation in order to receive credit for completing the SBIRT course. Follow up evaluation will be completed in class

Due Date: 3/24/17

6. Signature integrative assignment – 30% of grade

As an integrative assignment, you will complete a written case conference paper which presents a case in a coherent manner, based on information you learned in Practice I and in this class. You will be given a case vignette about a consumer with a particular problem or issue, and you will use that case in order to complete the case conference paper. The case conference paper should be 10 pages, double spaced, in APA 6 format. The first 3 pages will consist of a bio- psycho-social assessment of the case presented. The remaining 7 pages will discuss, in detail, the course of treatment/ intervention that you would implement in the case, which evidence- based modality you would utilize to assist the consumer(s), and your rationale for your choice. You will provide research literature to back up your choice of evidence-based practice modality, and you will discuss special considerations for application of the modality (based on consumer strengths, weaknesses, and special needs based on age, gender, religion, ethnic origin, sexual orientation, physical, emotional, behavioral, and/or social limitations). Due Date: 4/28/17

***Evaluation/Assessment Rationale for Grade Determination:***

Faith integration reflective paper – 15%

Evidence-based intervention midterm – 20%

Role-play on an evidence-based practice – 20%

Participation – 10%

SBIRT Training and Class Participation- 5%

Signature integrative assignment (written case conference paper) – 30%

***Tentative Course Schedule***

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| **DATE** | **TOPIC** | **ASSIGMENT DUE** |
| **WEEK 1****THURS****1/21/16** | Introduction to evidence-based practice. Overview of evidence-based practice and review of serious behavioral health issues. Evidence-based practice in the managed health care system. Review of thebiopsychosocial framework. Recovery framework. Stigma. | Competence-based skills – intervention/evaluation – in class exercise |
| **WEEK 2 THURS****1/28/16** | Ethical issues in evidence-basedpractice: Evidence for and against evidence–based practice. Ethical and diversity considerations, factors affecting at-risk groups. Religious and spiritual views on treatment practices; assuring ethical and effective practice in potential faith integration. | Competence-based skills – intervention/evaluation – in class exercise |
| **WEEK 3 THURS****2/4/16** | Wellness self-management andrecovery: Motivating consumers to engage in self-management. Recovery treatment planning, and monitoring/ evaluating progress. Theculture of recovery. The management of symptoms. Engaging consumers. Interventions and outcomes for the strength-based perspective.  | Intervention/evaluation – in class exercise |
| **WEEK 4 THURS****2/11/16** | Medication management and Psycho-education: Shared decision- making and medication management in the recovery process. Social work role in medication management. Educating consumers about medication side effects. Usingpsycho-education to enhance familymembers’ ability to support consumer recovery; consideration for applied practice in cultural contexts | Intervention/evaluation – in class exercise FAITH INTEGRATION PAPER DUE TODAY |
| **WEEK 5 THURS****2/18/16** | Solution-Focused Brief Therapy:History and overview, efficacy of SFBT with ethnic minority populations, clinical applications of SFBT, cultural and religious considerations. Solution-Focused Brief Therapy: History and overview, efficacy of SFBT with ethnic minority populations, clinical applications of SFBT, cultural and religious considerations.  | Intervention/evaluation – in class exercise |
| **WEEK 6 THURS****2/25/16** | Assertive Community Treatment(ACT) and Full Service Partnerships (FSP): History and overview; relationship between ACT/FSP and traditional case management; intervention outcomes; intervention components and model fidelity; critical perspectives; cultural competence in ACT/ FSP services. | Intervention/evaluation – in class exercise  |
| **WEEK 7 THURS****3/3/16** | MIDTERM EXAM | MIDTERM EXAM TODAY |
| **WEEK 8 THURS****3/10/16** | NO CLASSES – MID-SEMESTER BREAK | NONE |
| **WEEK 9 THURS****3/17/16** | Motivational Interviewing: Historyand overview, trans theoretical model and stages of change, empowerment focus-importance of consumer choice, tracking consumer motivational outcomes with assessment tools and choosing treatment modalities based on outcomes, clinical applications of MI, cultural and religious considerations | Intervention/evaluation – in class exercise  |
| **WEEK 10 THURS****3/24/16** | Integrative care for co-occurring disorders/ SBIRT Training:Screening and assessment tools in the public domain, developing and integrated recovery plan, integrated treatment approaches, coordination of care and collaboration, relapse prevention, cultural and religious considerations. | Intervention/evaluation – in class exercise COMPLETION OF SBIRT ONLINE TRAINING MODULESDue: Certificate of completion  |
| **WEEK 11 THURS****3/31/16** | Cognitive Behavioral Therapy(CBT) and Interpersonal Psychotherapy (IPT): History, theoretical orientation, intro to CBT/ IPT as evidence-based practices, importance of fidelity to CBT/IPT design, cultural and religious considerations.  | Intervention/evaluation – in class exercise |
| **WEEK 12 THURS****4/7/16** | Mindfulness and Dialectical Behavioral Therapy (DBT): History, theoretical orientation, intro to IPT as an evidence-based practice, importance of fidelity to IPT design, cultural and religious considerations. | Intervention/evaluation – in class exercise ROLE PLAY VIDEOS DUE TODAY |
| **WEEK 13 THURS****4/14/16** | Community-oriented best practices: Supportive housing and supportive employment in thecontext of evidence-based practice, connection to recovery framework/ model, cultural and religious considerations | Intervention/evaluation – in class exercise  |
| **WEEK 14 THURS****4/21/16** | Integrated behavioral programs for youth/ families: (Multisystemic Therapy, Functional Family Therapy, Brief Strategic Family Therapy, Multidimensional Treatment Foster Care, Multi-dimensional Family Therapy). History, theoretical orientation, intro as evidence-based practices, importance of fidelity to protocol, cultural and religious considerations. | Intervention/evaluation – in class exercise  |
| **WEEK 15 THURS****4/28/16** | Spiritual interventions/ Spirituality and mental health: History, theoretical orientation, intro as evidence-based practices, cultural considerations. | SBIRT Follow Up Evaluation (completed in class)INTEGRATIVE PAPER DUE TODAY |