

**Credit Hours:** 3

**Contact Hours:** This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 10-25 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

**Faculty Information:** Faculty contact information and office hours can be found on the faculty profile page.

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### COURSE DESCRIPTION AND OUTCOMES

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**COURSE DESCRIPTION:**

This course is an introduction to the theories, principles, and skills of the general helping process in human practice. Students learn how to engage a client as well as apply assessment, intervention, and follow-up methods for individuals, groups, and families.

**COURSE OVERVIEW:**

In this course, students examine theories and research underlying prevention and intervention activities designed to address common human services challenges. Students will engage in activities designed to help distinguish among evidence-based interventions. This course broaches many facets of intervention and also includes a module on prevention. Critical thinking will be involved in the final Portfolio Project, which will help students to apply all aspects of the course content.

**COURSE LEARNING OUTCOMES:**

1. Analyze evidence-based principles and practices in the field of human services.
2. Apply various evidence-based interventions within human services to unique professional settings and diverse populations.
3. Distinguish between and analyze the roles of prevention and treatment interventions in human services.
4. Distinguish the roles and responsibilities of individuals involved in the delivery of Evidenced-Based Practices (EBP).
5. Identify and apply ethical and legal guidelines and behavior in the health and human service industry.
6. Examine theoretical underpinnings of evidenced-based interventions with attention to methods of delivery and populations served.

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### PARTICIPATION & ATTENDANCE

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Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

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## COURSE MATERIALS

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### Required:

Cummins, L.K. & Sevel, J.A. (2017). *Social work skills for beginning direct practice* (4<sup>th</sup> ed.). New York, NY: Pearson. (e-book) ISBN-13: 978-0205055227 (Update with Revel access info)

**NOTE:** All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

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## COURSE SCHEDULE

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### Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and peer responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Opening Exercises:** Take the Opening Exercise before reading each week's content to see which areas you will need to focus on. You may take these exercises as many times as you need. The Opening Exercises will not affect your final grade.
- **Mastery Exercises:** Students may access and retake Mastery Exercises through the last day of class until they achieve the scores they desire.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

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## WEEKLY READING AND ASSIGNMENT DETAILS

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### MODULE 1

#### Readings

- Chapters 1, 2 (pages 20-24), and 3 in *Social work skills for beginning direct practice*
- Breswaugh, K. & Strozier, A. (2016). Fathers in child welfare: What do social work textbooks teach our students? *Children and Youth Services Review*, 60, 34-41.
- Franklin, C., Zhang, A., Froerer, A., & Johnson, S. (2017). Solution focused brief therapy: A systematic review and meta-summary of process research. *Journal of Marital & Family Therapy*, 43(1), 16-30. doi:10.1111/jmft.12193

- Morse, G., Salyers, M. P., Rollins, A.L., Monroe-DaVita, M., & Pfahler, C. (2012). Burnout in mental health services: A review of the problem and its remediation. *Administration and Policy in Mental Health and Mental Health Services Research*, 39, 341-352.

### **Opening Exercise (0 points)**

### **Discussion (25 points)**

### **Critical Thinking (85 points)**

#### **Option #1: Theory and Practice**

The role of theory is important in the construction, implementation, and evaluation of human service intervention. Theories related to behavior change can be found in most intervention research and become integral to practice.

1. Review the overview of major theoretical approaches to human service intervention under “Meta-Frameworks for Practicing Social Work” in Chapter 3 of Cummins and Sevil (2017).
2. View the Case Study One Anna and Marie (appendix E case studies)
3. Imagine that you have been asked to present this case at a team meeting. Create a 6-8 minute video in which you:
  - Summarize the background and main issues that Anna is encountering.
  - Select one theory (from the “Categories of Practice Theory” in the readings) and explain how you would use this theory to help Anna.

#### **Option #2: Personal Beliefs and Biases: Team Memo**

The role of theory is important in the construction, implementation, and evaluation of human service intervention. Theories related to behavior change can be found in most intervention research and become integral to practice.

- Review the overview of major theoretical approaches to human service intervention under “Meta-Frameworks for Practicing Social Work” in Chapter 3 of Cummins and Sevil (2017).
- View the Case Study One Anna and Marie (appendix E case studies)
- Imagine you are working on a team of human services providers and you are exploring the best approach to Anna’s case. Prepare a 2-3 page memo to your team that identifies and justifies the approach your team should take in Anna’s case by explaining and applying one of the theories to this case. Ensure you use this theory to justify why this is the best approach.

### **Mastery Exercise (10 points)**

### **Portfolio Project Reminder**

A Portfolio Project is due at the end of the course. This week, review the Portfolio Project Description on the **Week 8 Assignments** and the Portfolio Project grading rubric, which you can access from the **Course Information** section.

## **MODULE 2**

### **Readings**

- Chapters 5 and 6 in *Social work skills for beginning direct practice*
- National Association of Social Workers. (n.d.). NASW practice snapshot: Evidence-based practice. Retrieved from <https://www.socialworkers.org/News/Research-Data/Social-Work-Policy-Research/Evidence-Based-Practice>

- Peterson, A. E., Bond, G. R., Drake, R. E., Mchugo, G. J., Jones, A. M., & Williams, J. R. (2014). Predicting the long-term sustainability of evidence-based practices in mental health care: An 8-year longitudinal analysis. *The Journal of Behavioral Health Services & Research*, 41(3), 337-46. doi:<http://dx.doi.org/10.1007/s11414-013-9347-x>
- Lang, J., Connell, C., Lang, J. M., & Connell, C. M. (2017). Measuring costs to community-based agencies for implementation of an evidence-based practice. *Journal of Behavioral Health Services & Research*, 44(1), 122-134. doi:10.1007/s11414-016-9541-8

### **Opening Exercise (0 points)**

### **Discussion (25 points)**

### **Critical Thinking (95 points)**

#### **Option #1: Evidence-Based Practice Search**

##### **Instructions:**

1. Read the sections and view the videos on “Paraphrasing” in Chapter 5 OR “Interpretation” in Chapter 6.
2. Select EITHER the skill of paraphrasing or interpretation.
3. Create a brief dialogue (approximately ½ to ¾ of a page), which could be from an interview with a hypothetical client, in which the social worker/counselor can demonstrate the use of paraphrasing or interpretation.
4. Provide an analysis of the interaction, making sure to address the following:
  - a. -Was the use of the skill (touch or confrontation) effective in this interaction? Why or why not?
  - b. -When and how can paraphrasing or interpretation be used effectively in a client interview?
5. Perform a search in the library journal databases and/or the internet regarding the use of the skill (paraphrasing or interpretation) in treatment. Present at least one scholarly source that provides evidence in support or against the use of this skill.

Your paper should be 2-3 pages in length and conform to CSU-Global Guide to Writing and APA. Include at least two scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.

- Other good sources to consider include:
- <http://www.nrepp.samhsa.gov/>
- [www.guideline.gov](http://www.guideline.gov)
- <http://www.socialworkpolicy.org/research/evidence-based-practice-2.html#EVP>

#### **Option #2: Touch and Confrontation in Treatment (95 points)**

##### **Instructions:**

1. Select a video on a basic or advanced skill from chapter 5 or 6.
2. Provide an analysis of the interactions, making sure to address the following:
  - a. -Was the use of the skills effective in each interaction? Why or why not?
  - b. -When and how can the skills be used effectively in a client interview?
3. Perform a search in the library journal databases and/or the internet regarding the use of one of the skills (paraphrasing or interpretation) in treatment. Present at least one scholarly source that provides evidence in support or against the use of this skill.

Your paper should be 2-3 pages in length and conform to CSU-Global Guide to Writing and APA. Include at least two scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.

- Other good sources to consider include:
- <http://www.nrepp.samhsa.gov/>
- [www.guideline.gov](http://www.guideline.gov)
- <http://www.socialworkpolicy.org/research/evidence-based-practice-2.html#EVP>

### **Mastery Exercise (10 points)**

## **MODULE 3**

### **Readings**

- Chapters 4 and 7 in *Social work skills for beginning direct practice*
- Briggs, H. E., Banks, L., & Briggs, A. C. (2014). [Increasing knowledge and mental health service use among African Americans through evidence-based practice and cultural injection vector engagement practice approaches](#). *Best Practice in Mental Health*, 10(2), 1-14.
- Ungar, T., Knaak, S., & Szeto, A. C. (2016). [Theoretical and practical considerations for combating mental illness stigma in health care](#). *Community Mental Health Journal*, 52(3), 262-271.
- Video: Mrs. Kita. Case study 5 in Appendix E

### **Opening Exercise (0 points)**

### **Discussion (25 points)**

### **Mastery Exercise (10 points)**

## **MODULE 4**

### **Readings**

- Chapters 8 and 9 in *Social work skills for beginning direct practice*
- Bohall, G., Bautista, M., & Musson, S. (2016). Intimate partner violence and the Duluth Model: An examination of the model and recommendations for future research and practice. *Journal of Family Violence*, 31(8), 1029-1033. doi:<http://dx.doi.org.csuglobal.idm.oclc.org/10.1007/s10896-016-9888-x>
- Fredriksen-Goldsen, K., & Espinoza, R. (2015). Time for transformation: Public policy must change to achieve health equity for LGBT older adults. *Generations*, 38(4), 97-106.

### **Opening Exercise (0 points)**

### **Discussion (25 points)**

### **Mastery Exercise (10 points)**

### **Critical Thinking (95 points)**

#### **Option #1: Effectively Treating the LGBT Client**

This week our reading focused on intake and assessment as well as the unique issues you will face in working the LGBT clients. Review the following case:

Angela is a 22-year-old Chinese-American transgender (male to female) person. She appears nervous and does not make eye contact. English is not her first language. She is currently receiving estrogen hormone therapy. She has a history of depression and drug use. Angela was referred to your clinic for assessment for additional support services.

Adapted from:

AIDS Education and Training Center. (n.d.). Case studies: Lesbian, gay, and transgender persons.

Retrieved from: <https://www.aetcnmc.org/documents/case-study-41.pdf>

Based on this case, complete the intake form found in appendix C.4. (You may need to create more details for the case than are provided above.) After preparing this, discuss some of the unique issues the LGBT client is facing, using and citing sources to support your work

### **Option #2: Assessment of LGBT Older Adults (95 points)**

This week our reading focused on intake and assessment as well as the unique issues you will face in working the LGBT clients. Imagine that the following client is seeking services from your agency:

Kevin is a 67-year-old, Caucasian, gay man. His partner Tom, whom he has been in a relationship with for 25 years, died unexpectedly approximately one month ago. Kevin and Tom were never married, and his partner's family was not supportive of their relationship. The house that they lived in was only in Tom's name, and Tom's family has informed Kevin that he has to move out of the house in two weeks.

Based on this case, complete an assessment, using the format that is provided in appendix C.6. (You may need to create more details for the case than are provided above.) After preparing this, discuss some of the unique issues the LGBT client is facing, using and citing sources to support your work.

## **MODULE 5**

### **Readings**

- Campbell, D. G., PhD., Bonner, L. M., PhD., Bolkan, C. R., PhD., Lanto, A. B., M.A., Zivin, K., PhD., Waltz, T. J., PhD., . . . Chaney, E. F., PhD. (2016). Stigma predicts treatment preferences and care engagement among veterans affairs primary care patients with depression. *Annals of Behavioral Medicine*, 50(4), 533-544. doi:<http://dx.doi.org.csuglobal.idm.oclc.org/10.1007/s12160-016-9780-1>
- Coleman, S. J., Stevelink, S. A. M., Hatch, S. L., Denny, J. A., & Greenberg, N. (2017). Stigma-related barriers and facilitators to help seeking for mental health issues in the armed forces: A systematic review and thematic synthesis of qualitative literature. *Psychological Medicine*, 47(11), 1880-1892. doi:<http://dx.doi.org.csuglobal.idm.oclc.org/10.1017/S0033291717000356>

### **Opening Exercise (0 points)**

### **Discussion (25 points)**

### **Mastery Exercise (10 points)**

## **MODULE 6**

### **Readings**

- Chapter 10 in *Social work skills for beginning direct practice*
- Chapters 1 & 3 in: McDonald, K.M., Schultz, E., Albin, L., Pineda, N., Lonhart, J., Sundaram, V., Smith-Spangler, C., Brustrom, J., and Malcolm E. (2014). *Care coordination measures atlas version 3*. AHRQ Publication No. 11-0023-EF. Rockville, MD: Agency for Healthcare Research and Quality.

- Hussain, T., Allen, A., Halbert, J., Anderson, C. A., M., Boonyasai, R. T., & Cooper, L. A. (2015). Provider perspectives on essential functions for care management in the collaborative treatment of hypertension: The P.A.R.T.N.E.R. framework. *Journal of General Internal Medicine*, 30(4), 454-461. doi:<http://dx.doi.org.csuglobal.idm.oclc.org/10.1007/s11606-014-3130-4>

### **Opening Exercise (0 points)**

### **Discussion (25 points)**

### **Mastery Exercise (10 points)**

### **Critical Thinking (95 points)**

#### **Option #1: Treating Substance Use Disorder through Strengths**

Imagine that you are working with an adolescent client who has been abusing substances. As part of your treatment with the client, you decide to create a written contract. Review the section on “Contracting” in Chapter 10. Explain how you would approach each step (1-5), including what is involved in the step and specific examples for your client. Then, briefly explain and support how using a strengths-based approach can be beneficial with this client. Identify any barriers you foresee interfering with the process.

Your paper should be 2-3 pages in length and conform to CSU-Global Guide to Writing and APA. Include at least [two] scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.

#### **Option #2: Prevention Program Review and Proposal**

Select one of the three following articles to read, which can be found in the CSU-Global Library.

Donenberg, G. R., Emerson, E., Mackesy-amiti, M., & Udell, W. (2015). HIV-risk reduction with juvenile offenders on probation. *Journal of Child and Family Studies*, 24(6), 1672-1684. doi:<http://dx.doi.org.csuglobal.idm.oclc.org/10.1007/s10826-014-9970-z>

Asvat, Y., Dingcai, C., Africk, J. J., Matthews, A., & King, A. (2014). Feasibility and effectiveness of a community-based smoking cessation intervention in a racially diverse, urban smoker cohort. *American Journal Of Public Health*, 104(S4), S620-S627. doi:10.2105/AJPH.2014.302097

Arija, V., Villalobos, F., Pedret, R., Vinuesa, A., Timon, M., Basora, T., . . . Basora, J. (2017). Effectiveness of a physical activity program on cardiovascular disease risk in adult primary health-care users: The “Pas-a-pas” community intervention trial. *BMC Public Health*, 17. doi:<http://dx.doi.org.csuglobal.idm.oclc.org/10.1186/s12889-017-4485-3>

After reading the article:

1. Provide a 1-page summary of the program and results.
2. In approximately 1-2 additional pages, propose a new prevention study for the selected issue or population.

Your paper should be 2-3 pages in length and conform to CSU-Global Guide to Writing and APA. Include at least [two] scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.

## **MODULE 7**

### **Readings**

- Chapter 11 in *Social work skills for beginning direct practice*
- Gillard, S., Gibson, S. L., Holley, J., & Lucock, M. (2015). Developing a change model for peer worker interventions in mental health services: A qualitative research study. *Epidemiology and Psychiatric Sciences*, 24(5), 435-445. doi:<http://dx.doi.org.csuglobal.idm.oclc.org/10.1017/S2045796014000407>
- U.S. Department of Health and Human Services, Center for Substance Abuse Treatment. (2009). What are peer recovery support services? (HHS Publication No. (SMA) 09-4454). Retrieved from <http://store.samhsa.gov/product/What-Are-Peer-Recovery-Support-Services-/SMA09-4454>
- SAMHSA.gov. (2013, September). Road to recovery September 2013; Peer recovery support: Leveraging personal experience in helping others [Video File].

### **Opening Exercise (0 points)**

### **Discussion (25 points)**

### **Mastery Exercise (10 points)**

## **MODULE 8**

### **Readings**

- Chapters 12 (pages 30-36) & 13 in *Social work skills for beginning direct practice*
- National Organization for Human Services. (2015). Ethical standards for human service professionals. Retrieved from <http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals>

### **Opening Exercise (0 points)**

### **Discussion (25 points)**

### **Mastery Exercise (10 points)**

### **Portfolio Project (350 points)**

#### **Option #1: On-the-Job: Video Presentation**

Imagine you are employed by an outpatient mental health clinic. You have been asked to give a case presentation on one of your new clients. Select either Case 2 or 4 from Appendix E as your hypothetical client.

Record a 10-12 minute video presentation in which you address the following items

- An overview of your client and his or her background and presenting issue.
- Discuss two evidence-based treatment approaches and why you have selected them for this client.
- Discuss any treatments or interventions that would not be recommended for this client and why not.

Provide a one-page summary justifying the interventions you selected. Cite the course textbook and at least four additional credible sources to support the knowledge you present in the presentation. The CSU-Global Library is a good place to find this credible source. The document should follow the formatting per CSU-Global Guide to Writing and APA.



**Option #2: Prevention Program Paper**

Select a Human Services issue that was discussed in this course and a target population for which you will propose a new prevention or intervention program. Search the internet and journal databases for existing programs with the issue and/or population.

- Provide support for why a new prevention program for this issue and population is needed
- Explain the chief components of the prevention program, including services offered, staff involved, duration of services or treatments recommended, etc.
- Explain how this differs from programs that have already been attempted.
- Describe and support how gender and culture may impact the provision of services.

Your Portfolio Project will include the following:

- Cover page in APA format
- Introduction
- Body of Paper
- Conclusion
- Reference list in APA format

Discuss and cite the course textbook and at least four credible or scholarly sources to support your analysis and positions. The CSU-Global Library is a good place to find scholarly sources.

Your paper should be 8-10 pages in length with citations. Format the paper per the CSU-Global Guide to Writing and APA.

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## COURSE POLICIES

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### Course Grading

20% Discussion Participation  
0% Opening Exercises  
8% Mastery Exercises  
37% Critical Thinking Assignments  
35% Final Portfolio Project

Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

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## IN-CLASSROOM POLICIES

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For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

### Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /repurposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

### Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

### Disability Services Statement

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email [ada@CSUGlobal.edu](mailto:ada@CSUGlobal.edu) for additional information to coordinate reasonable accommodations for students with documented disabilities.

### Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults, or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.