Syllabus

Course Overview

This course prepares you for advanced mental health best practice. You use multiple theoretical frameworks and technology to engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities within the mental health field.

Masters of Social Work Mission Statement

The mission of Capella University's Master of Social Work program is to educate and prepare diverse adult learners to serve as innovative, 21st-century advanced generalist practitioners. We strive to develop professional social workers who will exemplify strengths-based and ecological perspectives, cultural competence, and ethical practice and emerge as leaders who use technology as an adjunct to practice. We aim for our graduates to further advance social work practice in service of their local communities, agencies, and organizations.

Advanced Generalist Practice

The advanced generalist practice specialization introduces social work practice skills, the strengths perspective at all levels of social work practice with individuals, families, groups, organizations, and communities. Learners will develop and apply advanced generalist practice and leadership skills in engagement, assessment, intervention, and evaluation from a strengths perspective grounded in social work values and ethics, social justice, human rights, cultural competence, policy practice, the integration of technology, and evidence-based practice.

The advanced generalist practice program reinforces the integration of best practice standards that incorporates and emphasizes the National Association of Social Workers (NASW) and Association of Social Work Boards (ASWB) Standards for Social Work Practice, NASW Code of Ethics, and the International Federation of Social Workers (IFSW) and the International Association of Schools of Social Work Ethics in Social Work (IASSW) for global standards. To enhance and reinforce the demonstration of micro, mezzo, and macro advanced generalist practice skills, learners will engage in face-to-face residency experiences.

Webinars

To help you be successful in your program, your instructor is holding an introductory webinar during the first week of the course. This webinar introduces you all aspects of your degree program and provides you with an opportunity to ask questions. The time of the webinar is provided in the Announcements section of the courseroom. The webinar is hosted using the Adobe Connect technology tool, both to enable you to connect live (synchronously) and to enable you to view the recorded session afterwards. See the Unit 1 study entitled Using Adobe Connect for more information on how to participate.

Your instructor is here to help you on your journey. In addition to comments on your discussion posts and papers, your instructor will present live (synchronous) webinars during several units of the course and will be holding office hours for individual contacts as needed. For details on the schedule and timing of both the webinars and the office hours, read the Faculty Expectations Message and stay up to date on the Announcements and Updates and Handouts sections of the courseroom.

Adobe Connect Activities

This course requires learners to attend synchronous (live) and asynchronous (recorded) meetings via Adobe Connect. If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact Disability Services to request accommodations.

Council on Social Work Education Educational Policy and Accreditation Standards Competencies, Specialized Practices, and Learning Outcomes

Note: EPAS refer to the Council on Social Work Education, 2015 Educational Policy and Accreditation Standards. The standards are used for accreditation purposes for master's level social work programs. The purpose of the EPAS is to establish consistent academic and professional expectations across all social work programs.

Educational Policy and Accreditation Standards Competency and Expected Learning Outcomes

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practices	Educational Policy and Accreditation Standards and Specialized Practices Alignment to Assignment
Competency 1 Demonstrate Ethical and Professional Behavior.	**C1.SP.B** Articulate and provide leadership in the application of the core values and ethical standards of the social work profession through an ethical problem solving model to aid in critical thinking, affective reactions and ethical decision making related to individuals, families, groups, organizations, and communities	**u08a1: Treatment Plan** Learners will develop treatment plans based on their Case History

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practices	Educational Policy and Accreditation Standards and Specialized Practices Alignment to Assignment
	to guide and inform ethical practice in the specialization of advanced generalist social work.	assignments from Unit 2. This component of the plan will incorporate concepts and approaches along the continuum of the selected case study diagnosis, selected mental health theory, as well as your selected treatment intervention, such as cognitive behavioral therapy, person-centered therapy, or rational emotive behavioral therapy, while applying ethical and diversity considerations through a systems perspective. This competency will be measured through the following grading criteria: 5. Articulate leadership through identification of potential ethical dilemmas. 10. Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the social work profession. **u10a1: Comprehensive Case Study** This synthesized case study is designed for the specific needs of a client presenting with a mental health disorder. It also allows learners, as practitioners and scholars, to integrate theory and research into their practices and apply advanced mental health interventions. The Comprehensive Case Study should cover the initial assessment through the evaluation of active

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practices	Educational Policy and Accreditation Standards and Specialized Practices Alignment to Assignment
		treatment, as well as available resources and possible interventions for after counseling has ended (the client follow-up plan). This competency will be measured through the following grading criteria: 3. Apply an intervention plan (treatment plan). 7. Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession through the use of technology.
Competency 2 **Engage Diversity and Difference in Practice.**	**C2.SP.A** Analyze dimensions and differentiation in diversity and apply the influence of relationships and affective reactions to intervention techniques and technologies with diverse clients, families, groups, organizations, and communities.	**u08a1: Treatment Plan** Learners will develop treatment plans based on their Case History assignments from Unit 2. This component of the plan will incorporate concepts and approaches along the continuum of the selected case study diagnosis, selected mental health theory, as well as your selected treatment intervention, such as cognitive behavioral therapy, person-centered therapy, or rational emotive behavioral therapy, while applying ethical and diversity considerations through a systems perspective. This competency will be measured through the following grading criteria: 8. Analyze, through the use of technology, the diversity needs for

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practices	Educational Policy and Accreditation Standards and Specialized Practices Alignment to Assignment
		client and family, and how to address those needs. **u10a1: Comprehensive Case Study** This synthesized case study is designed for the specific needs of a client presenting with a mental health disorder. It also allows learners, as practitioners and scholars, to integrate theory and research into their practices and apply advanced mental health interventions. The Comprehensive Case Study should cover the initial assessment through the evaluation of active treatment, as well as available resources and possible interventions for after counseling has ended (the client follow-up plan). This competency will be measured through the following grading criteria: 1. Analyze the individual and family history (engagement). 6. Summarize and conclude the client/family history comprehensive study.
Competency 2 **Engage Diversity and Difference in Practice.**	**C2.SP.B** Apply leadership skills, theoretical frameworks, decision making and best-practice interventions with diverse populations.	**u08a1: Treatment Plan** Learners will develop treatment plans based on their Case History assignments from Unit 2. This component of the plan will incorporate concepts and approaches along the continuum of the selected case study diagnosis, selected mental health theory, as well as your selected treatment

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practices	Educational Policy and Accreditation Standards and Specialized Practices Alignment to Assignment
		intervention, such as cognitive behavioral therapy, person-centered therapy, or rational emotive behavioral therapy, while applying ethical and diversity considerations through a systems perspective.
		This competency will be measured through the following grading criteria:
		5. Articulate leadership through the identification of potential ethical dilemmas.
		u10a1: Comprehensive Case Study
		This synthesized case study is designed for the specific needs of a client presenting with a mental health disorder. It also allows learners, as practitioners and scholars, to integrate theory and research into their practices and apply advanced mental health interventions. The Comprehensive Case Study should cover the initial assessment through the evaluation of active treatment, as well as available resources and possible interventions for after counseling has ended (the client follow-up plan).
		This competency will be measured through the following grading criteria:
		1. Analyze the individual and family history (engagement).
		6. Summarize and conclude the client/family history comprehensive study.

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practices	Educational Policy and Accreditation Standards and Specialized Practices Alignment to Assignment
Competency 6 **Engage with Individuals, Families, Groups, Organizations, and Communities.**	**C6.SP.A** Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology when engaging with colleagues, individuals, families, groups, organizations, and communities.	**u02a1: Case History** This assignment is the first part of the course project, in which a detailed individual and family case history will be developed. This competency will be measured through the following grading criteria: 　3: Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession through the use of technology. **u05a1: Generalist Intervention Model** In this assignment, learners will use evidence-based literature and the DSM-5 to effectively and appropriately diagnose a client. From there, learners apply theory and the DSM-5 to effectively develop an intervention plan that is informed by best practices as identified in current literature. This competency will be measured through the following grading criteria: 　4. Cite peer-reviewed literature within the intervention plan. 　5. Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession through the use of technology.
Council on Social Work Education Educational Policy and Accreditation Standards	**Council on Social Work Education Specialized Practices**	**Educational Policy and Accreditation Standards and Specialized Practices Alignment to Assignment**

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practices	Educational Policy and Accreditation Standards and Specialized Practices Alignment to Assignment
		U08a1: Treatment Plan

Learners will develop treatment plans based on their Case History assignments from Unit 2. This component of the plan will incorporate concepts and approaches along the continuum of the selected case study diagnosis, selected mental health theory, as well as your selected treatment intervention, such as cognitive behavioral therapy, person-centered therapy, or rational emotive behavioral therapy, while applying ethical and diversity considerations through a systems perspective.

This competency will be measured through the following grading criteria:

10. Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession through the use of technology.

U10a1: Comprehensive Case Study

This synthesized case study is designed for the specific needs of a client presenting with a mental health disorder. It also allows learners, as practitioners and scholars, to integrate theory and research into their practices and apply advanced mental health interventions. The Comprehensive Case Study should cover the initial assessment through the evaluation of active treatment, as well as |

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practices	Educational Policy and Accreditation Standards and Specialized Practices Alignment to Assignment
		available resources and possible interventions for after counseling has ended (the client follow-up plan).

This competency will be measured through the following grading criteria:

7. Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession through the use of technology. |
| **Competency 6**
Engage with Individuals, Families, Groups, Organizations, and Communities. | **C6.SP.B**
Apply and integrate theories of human behavior and the social environment in the specialization of advanced generalist practice engagement with individuals, families, groups, organizations, and communities. | **u02a1: Case History**

This assignment is the first part of the course project, in which a detailed individual and family case history will be developed.

This competency will be measured through the following grading criteria:

1. Describe a specified individual's mental health disorder.

2. Describe the individual's family history.

3. Communicate in a manner that is scholarly, professional, and consistent with expectations for leader of the social work profession through the use of technology.

u05a1: Generalist Intervention Model

In this assignment, learners will use evidence-based literature and the |

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practices	Educational Policy and Accreditation Standards and Specialized Practices Alignment to Assignment
		DSM-5 to effectively and appropriately diagnose a client. From there, learners apply theory and the DSM-5 to effectively develop an intervention plan that is informed by best practices as identified in current literature.
		This competency will be measured through the following grading criteria:
		1. Describe a diagnosis appropriate for the client.
		4. Cite peer-reviewed literature within the intervention plan.
		5. Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession through the use of technology.
		u08a1: Treatment Plan
		Learners will develop treatment plans based on their Case History assignments from Unit 2. This component of the plan will incorporate concepts and approaches along the continuum of the selected case study diagnosis, selected mental health theory, as well as your selected treatment intervention, such as cognitive behavioral therapy, person-centered therapy, or rational emotive behavioral therapy, while applying ethical and diversity considerations through a systems perspective.

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practices	Educational Policy and Accreditation Standards and Specialized Practices Alignment to Assignment
		This competency will be measured through the following grading criteria: 3. Apply a mental health theory to the case. 6. Apply the systems theory perspective to include a client's family.
Competency 6 **Engage with Individuals, Families, Groups, Organizations, and Communities.**	**C6.SP.D** (Engage) Apply leadership, technology, critical thinking, decision making and interpersonal skills to actively engage in the specialization of advanced generalist practice with individuals, families, groups, organizations, and communities to achieve goals.	**u08a1: Treatment Plan** Learners will develop treatment plans based on their Case History assignments from Unit 2. This component of the plan will incorporate concepts and approaches along the continuum of the selected case study diagnosis, selected mental health theory, as well as your selected treatment intervention, such as cognitive behavioral therapy, person-centered therapy, or rational emotive behavioral therapy, while applying ethical and diversity considerations through a systems perspective. This competency will be measured through the following grading criteria: 3. Apply a mental health theory to the case. 8. Apply the systems theory perspective to include a client's family. **u10a1: Comprehensive Case Study** This synthesized case study is designed for the specific needs of a client presenting with a mental health disorder. It also

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practices	Educational Policy and Accreditation Standards and Specialized Practices Alignment to Assignment
		allows learners, as practitioners and scholars, to integrate theory and research into their practices and apply advanced mental health interventions. The Comprehensive Case Study should cover the initial assessment through the evaluation of active treatment, as well as available resources and possible interventions for after counseling has ended (the client follow-up plan). This competency will be measured through the following grading criteria: 1. Analyze the individual and family history (engagement).
Competency 7 **Assess Individuals, Families, Groups, Organizations, and Communities.**	**C7.SP.A** Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology when assessing colleagues, individuals, families, groups, organizations, and communities.	**u02a1: Case History** This assignment is the first part of the course project, in which a detailed individual and family case history will be developed. This competency will be measured through the following grading criteria: 3: Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession through the use of technology. **u05a1: Generalist Intervention Model** In this assignment, learners will use evidence-based literature and the DSM-5 to effectively and appropriately diagnose a

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practices	Educational Policy and Accreditation Standards and Specialized Practices Alignment to Assignment
		client. From there, learners apply theory and the DSM-5 to effectively develop an intervention plan that is informed by best practices as identified in current literature. This competency will be measured through the following grading criteria: 4. Cite peer-reviewed literature within the intervention plan. 5. Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession through the use of technology. **U08a1: Treatment Plan** Learners will develop treatment plans based on their Case History assignments from Unit 2. This component of the plan will incorporate concepts and approaches along the continuum of the selected case study diagnosis, selected mental health theory, as well as your selected treatment intervention, such as cognitive behavioral therapy, person-centered therapy, or rational emotive behavioral therapy, while applying ethical and diversity considerations through a systems perspective. This competency will be measured through the following grading criteria: 10. Communicate in a manner that is scholarly, professional, and

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practices	Educational Policy and Accreditation Standards and Specialized Practices Alignment to Assignment
		consistent with expectations for leaders of the social work profession through the use of technology. **U10a1: Comprehensive Case Study** This synthesized case study is designed for the specific needs of a client presenting with a mental health disorder. It also allows learners, as practitioners and scholars, to integrate theory and research into their practices and apply advanced mental health interventions. The Comprehensive Case Study should cover the initial assessment through the evaluation of active treatment, as well as available resources and possible interventions for after counseling has ended (the client follow-up plan). This competency will be measured through the following grading criteria: 7. Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession through the use of technology.
Competency 7 **Assess Individuals, Families, Groups, Organizations, and Communities.**	**C7.SP.B** Apply and integrate theories of human behavior and the social environment in the specialization of advanced generalist practice assessment with individuals, families, groups, organizations, and communities.	**u02a1: Case History** This assignment is the first part of the course project, in which a detailed individual and family case history will be developed.

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practices	Educational Policy and Accreditation Standards and Specialized Practices Alignment to Assignment
		This competency will be measured through the following grading criteria:
		1. Describe a specified individual's mental health disorder.
		2. Describe the individual's family history.
		3. Communicate in a manner that is scholarly, professional, and consistent with expectations for leader of the social work profession through the use of technology.
		u05a1: Generalist Intervention Model
		In this assignment, learners will use evidence-based literature and the DSM-5 to effectively and appropriately diagnose a client. From there, learners apply theory and the DSM-5 to effectively develop an intervention plan that is informed by best practices as identified in current literature.
		This competency will be measured through the following grading criteria:
		1. Describe a diagnosis appropriate for the client.
		4. Cite peer-reviewed literature within the intervention plan.
		5. Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practices	Educational Policy and Accreditation Standards and Specialized Practices Alignment to Assignment
		social work profession through the use of technology. **u08a1: Treatment Plan** Learners will develop treatment plans based on their Case History assignments from Unit 2. This component of the plan will incorporate concepts and approaches along the continuum of the selected case study diagnosis, selected mental health theory, as well as your selected treatment intervention, such as cognitive behavioral therapy, person-centered therapy, or rational emotive behavioral therapy, while applying ethical and diversity considerations through a systems perspective. This competency will be measured through the following grading criteria: 3. Apply a mental health theory to the case. 6. Apply the systems theory perspective to include a client's family.
Competency 7 **Assess Individuals, Families, Groups, Organizations, and Communities.**	**C7.SP.D** (Assess) Apply assessment instruments, leadership, technology, critical thinking, and interpersonal skills to identify problems, and assess and analyze capacities, strengths, and needs of individuals, families, groups, organizations, and communities.	**u02a1: Case History** This assignment is the first part of the course project, in which a detailed individual and family case history will be developed. This competency will be measured through the following grading criteria: 1. Describe a specified individual's mental health disorder.

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practices	Educational Policy and Accreditation Standards and Specialized Practices Alignment to Assignment
		2. Describe the individual's family history.
		u05a1: Generalist Intervention Model
		In this assignment, learners will use evidence-based literature and the DSM-5 to effectively and appropriately diagnose a client. From there, learners apply theory and the DSM-5 to effectively develop an intervention plan that is informed by best practices as identified in current literature.
		This competency will be measured through the following grading criteria:
		1. Describe a diagnosis appropriate for the client.
		u08a1: Treatment Plan
		Learners will develop treatment plans based on their Case History assignments from Unit 2. This component of the plan will incorporate concepts and approaches along the continuum of the selected case study diagnosis, selected mental health theory, as well as your selected treatment intervention, such as cognitive behavioral therapy, person-centered therapy, or rational emotive behavioral therapy, while applying ethical and diversity considerations through a systems perspective.
		This competency will be measured through the following grading criteria:
		1. Describe a client's demographic information,

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practices	Educational Policy and Accreditation Standards and Specialized Practices Alignment to Assignment
		presenting problem, and diagnoses. 2. Apply the assessments used to approach a client's diagnosis. **u10a1: Comprehensive Case Study** This synthesized case study is designed for the specific needs of a client presenting with a mental health disorder. It also allows learners, as practitioners and scholars, to integrate theory and research into their practices and apply advanced mental health interventions. The Comprehensive Case Study should cover the initial assessment through the evaluation of active treatment, as well as available resources and possible interventions for after counseling has ended (the client follow-up plan). This competency will be measured through the following grading criteria: 1. Analyze the individual and family history (engagement).
Competency 8 **Intervene with Individuals, Families, Groups, Organizations, and Communities.**	**C8.SP.A** Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology when intervening with colleagues, individuals, families, groups, organizations, and communities.	**u02a1: Case History** This assignment is the first part of the course project, in which a detailed individual and family case history will be developed. This competency will be measured through the following grading criteria: 3: Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practices	Educational Policy and Accreditation Standards and Specialized Practices Alignment to Assignment
		the social work profession through the use of technology.

u05a1: Generalist Intervention Model

In this assignment, learners will use evidence-based literature and the DSM-5 to effectively and appropriately diagnose a client. From there, learners apply theory and the DSM-5 to effectively develop an intervention plan that is informed by best practices as identified in current literature.

This competency will be measured through the following grading criteria:

4. Cite peer-reviewed literature within the intervention plan.

5. Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession through the use of technology.

U08a1: Treatment Plan

Learners will develop treatment plans based on their Case History assignments from Unit 2. This component of the plan will incorporate concepts and approaches along the continuum of the selected case study diagnosis, selected mental health theory, as well as your selected treatment intervention, such as cognitive behavioral therapy, person-centered therapy, or rational emotive behavioral therapy, while applying |

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practices	Educational Policy and Accreditation Standards and Specialized Practices Alignment to Assignment
		ethical and diversity considerations through a systems perspective. This competency will be measured through the following grading criteria: 10. Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession through the use of technology. **U10a1: Comprehensive Case Study** This synthesized case study is designed for the specific needs of a client presenting with a mental health disorder. It also allows learners, as practitioners and scholars, to integrate theory and research into their practices and apply advanced mental health interventions. The Comprehensive Case Study should cover the initial assessment through the evaluation of active treatment, as well as available resources and possible interventions for after counseling has ended (the client follow-up plan). This competency will be measured through the following grading criteria: 7. Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession through

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practices	Educational Policy and Accreditation Standards and Specialized Practices Alignment to Assignment
		the use of technology.
Competency 8 **Intervene with Individuals, Families, Groups, Organizations, and Communities.**	**C8.SP.B** Apply and integrate theories of human behavior and the social environment in the specialization of advanced generalist practice intervention with individuals, families, groups, organizations, and communities.	**u02a1: Case History** This assignment is the first part of the course project, in which a detailed individual and family case history will be developed. This competency will be measured through the following grading criteria: 1. Describe a specified individual's mental health disorder. 2. Describe the individual's family history. 3. Communicate in a manner that is scholarly, professional, and consistent with expectations for leader of the social work profession through the use of technology. **u05a1: Generalist Intervention Model** In this assignment, learners will use evidence-based literature and the DSM-5 to effectively and appropriately diagnose a client. From there, learners apply theory and the DSM-5 to effectively develop an intervention plan that is informed by best practices as identified in current literature. This competency will be measured through the following grading criteria: 1. Describe a diagnosis appropriate for the client.

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practices	Educational Policy and Accreditation Standards and Specialized Practices Alignment to Assignment
		4. Cite peer-reviewed literature within the intervention plan.
		5. Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession through the use of technology.
		u08a1: Treatment Plan
		Learners will develop treatment plans based on their Case History assignments from Unit 2. This component of the plan will incorporate concepts and approaches along the continuum of the selected case study diagnosis, selected mental health theory, as well as your selected treatment intervention, such as cognitive behavioral therapy, person-centered therapy, or rational emotive behavioral therapy, while applying ethical and diversity considerations through a systems perspective.
		This competency will be measured through the following grading criteria:
		3. Apply a mental health theory to the case.
		6. Apply the systems theory perspective to include a client's family.
Competency 8 **Intervene with Individuals, Families, Groups, Organizations, and Communities.**	**C8.SP.D** (Intervene) Apply leadership, technology, critical thinking, decision making, and interpersonal skills in the specialization of advanced generalist practice interventions with individuals, families, groups, organizations, and communities to achieve goals.	**u05a1: Generalist Intervention Model**

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practices	Educational Policy and Accreditation Standards and Specialized Practices Alignment to Assignment
		In this assignment, learners will use evidence-based literature and the DSM-5 to effectively and appropriately diagnose a client. From there, learners apply theory and the DSM-5 to effectively develop an intervention plan that is informed by best practices as identified in current literature.
		This competency will be measured through the following grading criteria:
		2. Describe a therapy/intervention appropriate for a selected client.
		3. Describe an intervention based on theory for the client's family and/or community.
		u08a1: Treatment Plan
		Learners will develop treatment plans based on their Case History assignments from Unit 2. This component of the plan will incorporate concepts and approaches along the continuum of the selected case study diagnosis, selected mental health theory, as well as your selected treatment intervention, such as cognitive behavioral therapy, person-centered therapy, or rational emotive behavioral therapy, while applying ethical and diversity considerations through a systems perspective.
		This competency will be measured through the following grading criteria:
		3. Apply a mental health theory to the case.

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practices	Educational Policy and Accreditation Standards and Specialized Practices Alignment to Assignment
		4. Create a treatment intervention.

U10a1: Comprehensive Case Study

This synthesized case study is designed for the specific needs of a client presenting with a mental health disorder. It also allows learners, as practitioners and scholars, to integrate theory and research into their practices and apply advanced mental health interventions. The Comprehensive Case Study should cover the initial assessment through the evaluation of active treatment, as well as available resources and possible interventions for after counseling has ended (the client follow-up plan).

This competency will be measured through the following grading criteria:

3. Apply an intervention plan (treatment plan).

5. Create a client follow-up plan that includes leadership, technology, critical thinking, and interpersonal skills.

6. Summarize and conclude the client/family history comprehensive study. |
| **Competency 9**
Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. | **C9.SP.A**
Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology when evaluating colleagues, individuals, families, groups, organizations, and communities. | **u02a1: Case History**

This assignment is the first part of the course project, in which a detailed individual and family case history will be developed. |

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practices	Educational Policy and Accreditation Standards and Specialized Practices Alignment to Assignment
		This competency will be measured through the following grading criteria:
		3: Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession through the use of technology.
		u05a1: Generalist Intervention Model
		In this assignment, learners will use evidence-based literature and the DSM-5 to effectively and appropriately diagnose a client. From there, learners apply theory and the DSM-5 to effectively develop an intervention plan that is informed by best practices as identified in current literature.
		This competency will be measured through the following grading criteria:
		4. Cite peer-reviewed literature within the intervention plan.
		5. Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession through the use of technology.
		U08a1: Treatment Plan
		Learners will develop treatment plans based on their Case History assignments from Unit 2. This component of the plan will incorporate

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practices	Educational Policy and Accreditation Standards and Specialized Practices Alignment to Assignment
		concepts and approaches along the continuum of the selected case study diagnosis, selected mental health theory, as well as your selected treatment intervention, such as cognitive behavioral therapy, person-centered therapy, or rational emotive behavioral therapy, while applying ethical and diversity considerations through a systems perspective.
		This competency will be measured through the following grading criteria:
		10. Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession through the use of technology.
		U10a1: Comprehensive Case Study
		This synthesized case study is designed for the specific needs of a client presenting with a mental health disorder. It also allows learners, as practitioners and scholars, to integrate theory and research into their practices and apply advanced mental health interventions. The Comprehensive Case Study should cover the initial assessment through the evaluation of active treatment, as well as available resources and possible interventions for after counseling has ended (the client follow-up plan).

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practices	Educational Policy and Accreditation Standards and Specialized Practices Alignment to Assignment
		This competency will be measured through the following grading criteria: 7. Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession through the use of technology.
Competency 9 **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.**	**C9.SP.B** Apply and integrate theories of human behavior and the social environment in the specialization of advanced generalist practice evaluation with individuals, families, groups, organizations, and communities.	**u02a1: Case History** This assignment is the first part of the course project, in which a detailed individual and family case history will be developed. This competency will be measured through the following grading criteria: 1. Describe a specified individual's mental health disorder. 2. Describe the individual's family history. 3. Communicate in a manner that is scholarly, professional, and consistent with expectations for leader of the social work profession through the use of technology. **u05a1: Generalist Intervention Model** In this assignment, learners will use evidence-based literature and the DSM-5 to effectively and appropriately diagnose a client. From there, learners apply theory and the DSM-5 to effectively develop an intervention

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practices	Educational Policy and Accreditation Standards and Specialized Practices Alignment to Assignment

		plan that is informed by best practices as identified in current literature.
		
		This competency will be measured through the following grading criteria:
		
		    1. Describe a diagnosis appropriate for the client.
		
		    4. Cite peer-reviewed literature within the intervention plan.
		
		    5. Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession through the use of technology.
		
		u08a1: Treatment Plan
		
		Learners will develop treatment plans based on their Case History assignments from Unit 2. This component of the plan will incorporate concepts and approaches along the continuum of the selected case study diagnosis, selected mental health theory, as well as your selected treatment intervention, such as cognitive behavioral therapy, person-centered therapy, or rational emotive behavioral therapy, while applying ethical and diversity considerations through a systems perspective.
		
		This competency will be measured through the following grading criteria:
		
		    3. Apply a mental health theory to the case.

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practices	Educational Policy and Accreditation Standards and Specialized Practices Alignment to Assignment
		6. Apply the systems theory perspective to include a client's family.
Competency 9 **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.**	**C9.SP.E** (Evaluate) Apply leadership, technology, critical thinking, decision making and interpersonal skills in the specialization of advanced generalist practice evaluation of interventions with individuals, families, groups, organizations, and communities.	**u08a1: Treatment Plan** Learners will develop treatment plans based on their Case History assignments from Unit 2. This component of the plan will incorporate concepts and approaches along the continuum of the selected case study diagnosis, selected mental health theory, as well as your selected treatment intervention, such as cognitive behavioral therapy, person-centered therapy, or rational emotive behavioral therapy, while applying ethical and diversity considerations through a systems perspective. This competency will be measured through the following grading criteria: 9. Explain how to evaluate a client's progress through application of leadership, technology, critical thinking, and interpersonal skills. **U10a1: Comprehensive Case Study** This synthesized case study is designed for the specific needs of a client presenting with a mental health disorder. It also allows learners, as practitioners and scholars, to integrate theory and research into their practices and apply advanced mental health interventions. The Comprehensive Case

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practices	Educational Policy and Accreditation Standards and Specialized Practices Alignment to Assignment
		Study should cover the initial assessment through the evaluation of active treatment, as well as available resources and possible interventions for after counseling has ended (the client follow-up plan). This competency will be measured through the following grading criteria: 4. Apply an evaluation plan that demonstrates leadership, technology, critical thinking, and interpersonal skills. 5. Create a client follow-up plan that includes leadership, technology, critical thinking, and interpersonal skills. 6. Summarize and conclude the client/family history comprehensive study.
Competency 9 **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.**	**C9.GP.D** Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	**u08a1: Treatment Plan** Learners will develop treatment plans based on their Case History assignments from Unit 2. This component of the plan will incorporate concepts and approaches along the continuum of the selected case study diagnosis, selected mental health theory, as well as your selected treatment intervention, such as cognitive behavioral therapy, person-centered therapy, or rational emotive behavioral therapy, while applying ethical and diversity considerations through a systems perspective.

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practices	Educational Policy and Accreditation Standards and Specialized Practices Alignment to Assignment
		This competency will be measured through the following grading criteria: 9. Explain how to evaluate a client's progress through application of leadership, technology, critical thinking, and interpersonal skills. **U10a1: Comprehensive Case Study** This synthesized case study is designed for the specific needs of a client presenting with a mental health disorder. It also allows learners, as practitioners and scholars, to integrate theory and research into their practices and apply advanced mental health interventions. The Comprehensive Case Study should cover the initial assessment through the evaluation of active treatment, as well as available resources and possible interventions for after counseling has ended (the client follow-up plan). This competency will be measured through the following grading criteria: 4. Apply an evaluation plan that demonstrates leadership, technology, critical thinking, and interpersonal skills. 5. Create a client follow-up plan that includes leadership, technology, critical thinking, and interpersonal skills. 6. Summarize and conclude the

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Practices	Educational Policy and Accreditation Standards and Specialized Practices Alignment to Assignment
		client/family history comprehensive study.

Consistent with the Council on Social Work Education's Educational Policies and Accreditation Standards, the Capella University Master of Social Work Program strives to build competency in its learners in nine areas. Specific competencies are accomplished through course objectives stated in terms of underlying specialized practices comprised by the competency standard. This course contributes to learners' mastery of the following specific competencies through the respective specialized practices and assignments:

Assignments/Learning Activity Weights

Activity		Alignment to Competency/EPAS/Specialized Practices
1. Discussion Participation		Not Applicable
2. Comprehensive Case Study		
u02a1: Case History This assignment is the first part of the course project, in which a detailed individual and family case history will be developed.		C6.SP.A, C6.SP.B, C7.SP.A, C7.SP.B, C7.SP.D, C8.SP.A, C8.SP.B, C9.SP.A, C9.SP.B
u05a1: General Intervention Model In this assignment, learners will use evidence-based literature and the *DSM-5* to effectively and appropriately diagnose a client. Next, learners will use theory and the *DSM-5* to effectively develop an intervention plan that is informed by best practices as identified in current literature.		C6.SP.A, C6.SP.B, C7.SP.A, C7.SP.B, C7.SP.D, C8.SP.A, C8.SP.B, C8.SP.D, C9.SP.A, C9.SP.B
u08a1: Treatment Plan Learners will develop treatment plans based on their Case History assignments from Unit 2. This component of the plan will incorporate concepts and approaches along the continuum of the selected case study diagnosis, selected mental health theory, as well as the selected treatment intervention, such as cognitive behavioral therapy, person-centered therapy, or rational emotive behavioral therapy, while applying ethical and diversity considerations through a systems perspective.		C1.SP.B, C2.SP.A, C2.SP.B, C6.SP.A, C6.SP.B, C6.SP.D, C7.SP.A, C7.SP.B, C7.SP.D, C8.SP.A, C8.SP.B, C8.SP.D, C9.SP.A, C9.SP.B, C9.SP.E

Activity		Alignment to Competency/EPAS/Specialized Practices
u10a1: Comprehensive Case Study **This synthesized case study is designed for the specific needs of a client presenting with a mental health disorder. It also allows learners, as practitioners and scholars, to integrate theory and research into their practices and apply advanced mental health interventions. The Comprehensive Case Study should cover the initial assessment through the evaluation of active treatment, as well as available resources and possible interventions for after counseling has ended (the client follow-up plan).**		C1.SP.B, C2.SP.A, C2.SP.B, C6.SP.A, C6.SP.D, C7.SP.A, C7.SP.D, C8.SP.A, C8.SP.D, C9.SP.A, C9.SP.E, C9.GP.D
Total:		

Course Competencies **(Read Only)**

To successfully complete this course, you will be expected to:

1. Articulate and provide leadership in the application of the core. values and ethical standards of the social work profession through an ethical problem solving model to aid in critical thinking, affective reactions and ethical decision making related to individuals, families, groups, organizations, and communities to guide and inform ethical practice in the specialization of advanced generalist social work. (C1.SP.B)

2. Analyze dimensions and differentiation in diversity and apply the influence of relationships and affective reactions to intervention techniques and technologies with diverse clients, families, groups, organizations, and communities. (C2.SP.A)

3. Apply leadership skills, theoretical frameworks, decision making and best-practice interventions with diverse populations. C2.SP.B)

4. Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology when engaging with colleagues, individuals, families, groups, organizations, and communities. (C6.SP.A; C7.SP.A; C8.SP.A; C9.SP.A)

5. Apply and integrate theories of human behavior and the social environment in the specialization of advanced generalist practice engagement with individuals, families, groups, organizations, and communities. (C6.SP.B, C7.SP.A, C7.SP.B; C8.SP.B; C9.SP.B)

6. (Engage) (Intervene) Apply leadership, technology, critical thinking, decision making and interpersonal skills to actively engage in the specialization of advanced generalist practice with individuals, families, groups, organizations, and communities to achieve goals. (C6.SP.D; C8.SP.D; C9.SP.E)

7. (Assess) Apply assessment instruments, leadership, technology, critical thinking, and interpersonal skills to identify problems, and assess and analyze capacities, strengths, and needs of individuals, families, groups, organizations, and communities. (C7.SP.D)

8. (Evaluate) Apply evaluation findings to improve effectiveness at the micro level of practice. (C9 .GP.D)

9. Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the social work profession.

Course Prerequisites

Prerequisite(s): SWK5007; completion of or concurrent registration in SWK5008. Learners in the MSW—Advanced Standing degree program are exempt from these prerequisites.

Syllabus ❯❯ Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the Course Materials page on Campus for more information.

Hardware

Capella University requires learners to meet certain minimum computer requirements. The following hardware may go beyond those minimums and is required to complete learning activities in this course. **Note:** If you already have the following hardware, you do not need to purchase it. Visit the Course Materials page on Campus for more information.
Adobe Connect Hardware:
　　　Headset with microphone
　　　External or built-in webcam
　　　Broadband Internet connection

Book

Cooper, M., & Granucci Lesser, J. (2015). *Clinical social work practice: An integrated approach with enhanced Pearson eText* (5th ed.). Boston, MA: Pearson. ISBN: 9780133884661.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use <u>Journal and Book Locator</u>. Refer to the <u>Journal and Book Locator library guide</u> to learn how to use this tool.

- American Psychiatric Association. (2013). <u>*Diagnostic and statistical manual of mental disorders* (5th ed.).</u> Arlington, VA: Author.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- American Psychiatric Association (n.d.). <u>Online assessment measures.</u> Retrieved from http://www.psychiatry.org/practice/dsm/dsm5/online-assessment-measures#Personality
- National Association of Social Work. (2005). <u>NASW standards for clinical social work in social work practice [PDF].</u> Available from http://www.socialworkers.org/
- <u>National Association of Social Workers.</u> (n.d.). Retrieved from http://www.naswdc.org

Suggested

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Alzheimer's Society (2015). <u>What is dementia? [Video].</u> | <u>Transcript</u> Retrieved from https://www.alzheimers.org.uk/info/20007/types_of_dementia/1/what_is_dementia
- American Institutes for Research (n.d.). <u>Trauma-informed care.</u> Retrieved from http://www.air.org/page/trauma-informed-care
- SAMHSA. (n.d.). <u>Appendix D: Examples of screening and asessment tools for substance use disorders [PDF].</u> Retrieved from http://www.ncsacw.samhsa.gov/files/SAFERR_AppendixD.pdf
- SAMHSA. (n.d.). <u>Sample screening forms.</u> Retrieved from http://www.integration.samhsa.gov/clinical-practice/screening-tools#sample%20screening%20forms

Projects

Project ❯❯ Comprehensive Case Study

Project Overview

To demonstrate your application of the course competencies, you will create a Comprehensive Case Study in which you will apply engagement, assessment, intervention, and evaluation of an individual, including a family assessment.

The course project consists of four assignment components. These components, detailed in the assignment descriptions below, are due in Units 2, 5, 8, and 10 of this ten-week course. The final component, the Comprehensive Case Study, will include the three prior components; however, the explanation of literature component will be presented as a standard APA reference page.

- Please refer to the individual assignments for their respective requirements.

Project Components

Activity	Grade Weight (%)
u02a1 - Case History	10
u05a1 - Generalist Intervention Model	15
u08a1 - Treatment Plan	25
u10a1 - Comprehensive Case Study	15

Unit 1 ≫ Ethical Standards for Clinical Social Work

Introduction

There are over 450 million individuals worldwide who contend with mental health issues. Clinical social workers are the largest representation of mental health practitioners in the United States (NASW, 2005) with a responsibility to clients, families, colleagues, organizations, and communities. With this immense responsibility it is important to recognize that clinical social work is a state-regulated profession with additional standards and guidelines provided through the National Association of Social Workers. In addressing the vast mental health needs of their clients, social workers face a multitude of ethical dilemmas.

This week we will be discussing the role of clinical social work and how to apply critical thinking to decision making in a variety of mental health situations and interventions.

Reference

National Association of Social Workers. (n.d.). Retrieved from http://www.socialworkers.org/

Learning Activities

u01s1 - Studies

Readings

Use your *Clinical Social Work Practice* textbook to read the following:

- Chapter 1, "An Integrated Approach to Clinical Practice," pages 1–9.
- Chapter 2, "Key Issues in Clinical Practice," pages 10–26.

Use the Capella University Library to read the following:

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: Author.
  - Section I, pages 5–25. This will help you acquire a basic understanding of the manual.

Use the Internet to read the following:

- National Association of Social Work. (2005). NASW standards for clinical social work in social work practice [PDF]. Available from http://www.socialworkers.org/
  - This resource guide on ethics within clinical social work will serve as a valuable resource in understanding ethical standards.

Use Campus to complete the following:

- You are expected to adhere to APA style and formatting for all citations and referencing. If you need to refresh your knowledge of the basics, please review APA Style and Format.

u01s1 - Learning Components

- Examine approaches to clinical practice.

u01s2 - Introductory Webinar and Using Adobe Connect

In this unit, you are required either to attend the introductory webinar when it is offered live or view and listen to the recording once it has been posted in the courseroom. You will have similar types of webinars later in the course. Your instructor uses Adobe Connect, a technology tool, to present each webinar. For your convenience, the PowerPoint presentation your instructor will use for this webinar is in the Resources for this study.

In preparation for using Adobe Connect to attend synchronous (live) and asynchronous (recorded) meetings in this course, complete the following:

If you have not already done so, install your headset on your computer, using the installation instructions included in the package.

- Review the following instructions on the Using Adobe Connect support page:
  ◦ Attend a Meeting.
  ◦ Configuring Audio (for either Windows or Mac).

If you are unable to participate in a synchronous webinar, look for a link to the recording of the webinar in the Updates and Handouts section of the unit, which your instructor will post.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

Course Resources

Using Adobe Connect

Disability Services

Unit 1 Webinar [PPT]

u01s2 - Learning Components

- Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession.

u01d1 - Application of Ethical Decision Making and NASW Standards for Clinical Social Work

Reamer (1999) shares an ethical decision-making framework that explores a hierarchy of topics that supersede others. This framework includes the following concepts:

- Rules against basic harm to an individual's survival take precedence over rules against harms, such as lying or revealing confidential information or threats to additive goods.
- An individual's right to basic well-being takes precedence over another individual's right to self-determination.
- An individual's right to self-determination takes precedence over his or her right to basic well-being.
- The obligation to obey laws, rules, and regulations to which one has voluntarily and freely consented ordinarily overrides one's right to engage voluntarily and freely in a manner that conflicts with these.
- Individuals' rights to well-being may override laws, rules, regulations, and arrangements of voluntary associations in cases of conflict.
- The obligation to prevent basic harms and to promote public goods, such as housing, education, and public assistance overrides the right to complete control over one's property.

Cooper and Granucci Lesser (2015) shared that cyber communication increases ethical and clinical concerns. Therapists who engage in emails with clients often face the ethical dilemma of timely and appropriate responses in addition to the expectation of clinicians being available at all times. This dilemma may test traditional professional boundaries and create ethical dilemmas.

Social workers have ethical guidelines, provided through the National Association of Social Work, to guide them through potential ethical dilemmas. This week's reading of NASW "Standards for Clinical Social Work in Social Work Practice" provides a baseline of expectations for ethical standards within clinical social work.

Based on all of the above, read the following scenario and identify potential ethical dilemmas.

Scenario

Anna is a new licensed clinical social worker who has worked for a university counseling center for two months. Thomas is a student who was referred to her at the beginning of the semester for anxiety and depression. Anna has been seeing Thomas once a week. In addition, he checks in with her through e-mail when he becomes anxious. Anna typically responds to his e-mail during her office hours by assuring him and reminding him of their upcoming appointment. Thomas's e-mails and phone calls have recently increased due to midterms over the next couple of weeks. On Monday Thomas left a

phone message wanting to talk to Anna. He reported that he needed to talk to her sooner than their Thursday scheduled meeting but did not state why. Anna noticed that he sounded upset and slurred his words.

Anna saw Dr. Stance during lunch in the busy student center, Anna knows Dr. Stance is one of Thomas's favorite professors. Anna shared with Dr. Stance that she was worried about Thomas because she had a strange phone call and stated that he sounded impaired. Anna asked Dr. Stance if Thomas had been in class and if he had been acting strange. Anna did not document the e-mail or the conversation with Dr. Stance as she was going to include these conversations within her weekly clinical note.

On Wednesday Thomas responded to Anna's e-mail at 8 p.m., stating that someone stole his medication and he did not feel capable of going to class in fear of hurting himself or someone else. He also assured Anna that if he needed to call 911 on his behalf that he would and that she did not need to worry about him. Anna did not look at her e-mail on Wednesday night as she was not feeling well and decided to call in sick on Thursday.

You are Anna's supervisor and covering Anna's clients for the day on Thursday. Thomas does not come in for his appointment.

For this discussion:

- Consider this scenario in light of this week's readings. Also consider ethical decision making in relation to self-determination and well-being based on Reamer's framework.
- Identify one of the many potential ethical dilemmas within this case and discuss why you feel it is an ethical dilemma.
- Identify two standards provided through the NASW standards readings that you could apply to this situation to assist in the ethical decision-making process.
- Discuss how each standard applies to this case.

References

Cooper, M., & Granucci Lesser, J. (2015). *Clinical social work practice: An integrated approach* with enhanced Pearson eText (5th ed.). Boston, MA: Pearson.

Reamer, F. G. (1999). *Social work values and ethics* (2nd ed.). New York, NY: Columbia University Press.

Response Guidelines

Respond to at least one peer by identifying what additional standards may be applied to this case and why they apply to this situation, providing additional discussion about their ethical decision making for this scenario, or identifying research-based alternatives for their solution.

Make your post by Thursday of this week. Respond to at least one other learner by Sunday.

Course Resources

Graduate Discussion Participation Scoring Guide

National Association of Social Workers

u01d1 - Learning Components

- Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession.
- Discuss potential ethical dilemmas in social work practice.

u01s3 - Project Preparation

For this course, you will be required to complete a synthesized case study during Unit 10 that is designed for the specific needs of a client presenting with a mental health disorder. This allows you, as a practitioner and scholar, to integrate theory and research into your practice and apply advanced mental health interventions.

The first component of this comprehensive case study, the Case History assignment, will be due at the end of Unit 2. To prepare for this assignment, choose one of the four case studies from the media piece to work with for your course project. At the end of Unit 2 you will write a detailed individual and family case history. Please keep in mind that this first component will serve as the basis for the rest of your course project. The more developed your initial case history, the easier it will be to develop your Comprehensive Case Study. For this assignment, you will:

- Use the provided case study template to describe your chosen client's identifying information, referral source, presenting problem, individual history, presenting problem, family background, spirituality and mental status.

To prepare for the upcoming assignment, refer to the Topic Selection Scoring Guide for information on how this assignment will be graded. Examine the Topic Selection assignment in Unit 2 to find out more about the overall assignment objectives and requirements. You may also want explore the writing resources that are linked in the Resources for the assignment.

Case Studies

Complete the <u>Case Studies</u> multimedia presentation to review each of the four case studies.

- Choose the one that intrigues you the most. This case study will be your reference for the rest of the course; each of your assignments, and many of the discussion questions will deal with your progressive analysis of this case study in preparation for your final project.

u01s3 - Learning Components

- Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession.

Unit 2 ≫ Assessment and Diversity

Introduction

The social work relationship has a beginning, middle, and end phase where we employ strategies, assess, and evaluate individuals, families, and communities. Assessment is a vital component of the social work role that provides an understanding of the client history, needs, issues, diagnosis, strengths, and culture through our systems-based understanding. A multitude of assessment tools and measurements are available to social workers, including assessment measures within the *DSM-5*.

One important aspect of assessment is the ability to apply cultural competence to evaluate the needs of diverse populations. NASW defined the standards for cultural competence for social work practice as ethics and values, self-awareness, cross-cultural knowledge, cross-cultural skills, service delivery, empowerment and advocacy, a diverse workforce, professional education, language diversity, and cross-cultural leadership (2015). These guidelines provide us with a baseline of standards and strategies on how to address the complicated issue of diversity in our changing culture.

This week we learn about assessment and the application of cultural competence within the clinical social work setting.

Reference

National Association of Social Workers. (2015). Standards and indicators for cultural competence in social work practice. Retrieved from https://www.socialworkers.org/LinkClick.aspx?fileticket=7dVckZAYUmk%3d&portalid=0

Learning Activities

u02s1 - Studies

Readings

Use your *Clinical Social Work Practice* textbook to read the following:

- Chapter 3, "The Clinical Interview: The Process of Assessment," pages 27–43.
- Chapter 4, "The Psychosocial Study: The Product of Assessment," pages 44–59.
- Chapter 5, "Multicultural Practice," pages 60–75.

Use the Capella University Library to read the following:

- American Psychiatric Association. (2013). <u>*Diagnostic and statistical manual of mental disorders* (5th ed.).</u> Arlington, VA: Author.
  - Pages 733–759 to acquire an understanding of cultural formation and assessment measures.

Discussion Preparation

To prepare for a discussion in this unit, familiarize yourself with the following:

- Pages 50–51 of *Clinical Social Work Practice* text, which include the guidelines for a mental status exam.
- American Psychiatric Association (n.d.). <u>Online assessment measures.</u> Retrieved from http://www.psychiatry.org/practice/dsm/dsm5/online-assessment-measures#Personality
  - Read this for diagnostic assessment tools and resources.

- Examine approaches to clinical practice.
- Examine approaches to cultural competence in social work practice.

u02a1 - Case History

Assignment Overview

Case histories are a means for social workers to describe a specified individual's mental health disorder and provide the individual's family history as context. This skill is an important component of advanced generalist practice with individuals, families, groups, organizations, and communities.

In today's society, there is vast cultural diversity. Diversity is no longer defined by race, but it includes lifestyles, sexuality, gender, religion, socioeconomic status, health, geographic regions, ethnicity, and more. As a leader within the social work arena, we often need to identify strengths-based strategies and empowerment strategies to address cultural competency in these diverse groups.

By successfully completing this assignment, you will demonstrate your proficiency in the following EPAS and specialized practices:

- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.
  - C6.SP.A: *Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology when engaging with colleagues, individuals, families, groups, organizations, and communities.*
    - Related Assignment Criteria:
      - *3. Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession through the use of technology.*
  - C6.SP.B: *Apply and integrate theories of human behavior and the social environment in the specialization of advanced generalist practice when engaging with individuals, families, groups, organizations, and communities.*
    - Related Assignment Criteria:
      - *1. Describe a specified individual's mental health disorder.*
      - *2. Describe the individual's family history.*
      - *3. Communicate in a manner that is scholarly, professional, and consistent with expectations for leader of the social work profession through the use of technology.*
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.
  - C7.SP.A: *Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology when assessing colleagues, individuals, families, groups, organizations, and communities.*
    - Related Assignment Criteria:
      - *3. Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession through the use of technology.*
  - C7.SP.B: *Apply and integrate theories of human behavior and the social environment in the specialization of advanced generalist practice when assessing individuals, families, groups, organizations, and communities.*
    - Related Assignment Criteria:
      - *1. Describe a specified individual's mental health disorder.*
      - *2. Describe the individual's family history.*
      - *3. Communicate in a manner that is scholarly, professional, and consistent with expectations for leader of the social work profession through the use of technology.*
  - C7.SP.D: *(Assess) Apply assessment instruments, leadership, technology, critical thinking, and interpersonal skills to identify problems, and assess and analyze capacities, strengths, and needs of individuals, families, groups, organizations, and communities.*
    - Related Assignment Criteria:
      - *1. Describe a specified individual's mental health disorder.*
      - *2. Describe the individual's family history.*
- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.
  - C8.SP.A: *Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology when intervening with colleagues, individuals, families, groups, organizations, and communities.*
    - Related Assignment Criteria:
      - *3. Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession through the use of technology.*
  - C8.SP.B: *Apply and integrate theories of human behavior and the social environment in the specialization of advanced generalist practice when intervening with individuals, families, groups, organizations, and communities.*
    - Related Assignment Criteria:
      - *1. Describe a specified individual's mental health disorder.*
      - *2. Describe the individual's family history.*

- 3. *Communicate in a manner that is scholarly, professional, and consistent with expectations for leader of the social work profession through the use of technology.*

- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.
  - C9.SP.A: *Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology evaluations with colleagues, individuals, families, groups, organizations, and communities.*
    - Related Assignment Criteria:
      - 3. *Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession through the use of technology.*

  - C9.SP.B: *Apply and integrate theories of human behavior and the social environment in the specialization of advanced generalist practice evaluation with individuals, families, groups, organizations, and communities.*
    - Related Assignment Criteria:
      - 1. *Describe a specified individual's mental health disorder.*
      - 2. *Describe the individual's family history.*
      - 3. *Communicate in a manner that is scholarly, professional, and consistent with expectations for leader of the social work profession through the use of technology.*

Assignment Description

For the first assignment of your course project, you will write a detailed individual and family case history as part of an assessment. Please keep in mind that this first component will serve as the basis for the rest of your course project. The more developed your initial case history, the easier it will be to develop your Comprehensive Case Study for the final project.

You were provided with four possible case studies in the Unit 1 studies. If you have not done so already, choose one of the case studies to work with throughout your course project.

Assignment Instructions

Use the *Case Study Template* media piece in the Course Resources to complete an individual assessment, including:

- Description of the individual's mental health history. (C6.SP.B, C7.SP.B, C7.SP.D, C8.SP.B, C9.SP.B)
  - Identifying Information.
  - Referral Source.
  - Presenting Problem.
  - History of Problem.
  - Previous Counseling Experience.

- Description of the individual's family history. (C6.SP.B, C7.SP.B, C7.SP.D, C8.SP.B, C9.SP.B)
- Description of the individual's personal history. (C6.SP.B, C7.SP.B, C8.SP.B, C9.SP.B)
  - Medical History.
  - Educational History.
  - Social Class.
  - Cultural History.
  - Spirituality.

- Mental Status or Current Functional Exam. (C7.SP.D)
- References.

As you complete the *Case Study Template* media piece based on one of the provided case studies, use your text and the *DSM-5* as guides as well as one of the assessment tools from this unit's studies:

- The guidelines for the mental status exam on pages 50–51 of *Clinical Social Work Practice*. Use questions 1–14 for the interview.
- One of the tools provided in the American Psychiatric Association's Online Assessment Measures (link in the Resources) for diagnostic assessment tools and resources.

When you have completed the template, follow the instructions to generate a document. Be sure to check it for accuracy before turning it in for your instructor to review.

Additional Requirements

The assignment you submit is expected to meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to the current APA style and formatting standards.
- Use the *Case Study Template* provided in the Resources.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

u02d1 - Applying Assessment Tools

This week you have been exposed to multiple assessment tools through your readings. For this discussion, choose and conduct one of these assessments on a family member, neighbor, peer, or coworker. Share which tool you used and a summary of the results from the assessment. In addition, address your feelings on administering the tool and the insight you obtained through the application of this assessment.

Note: Please do not provide any identifying information on the individual you interview—use a pseudonym.

Choose one of the assessment tools from this unit's studies:

- The guidelines for the mental status exam on pages 50–51 of *Clinical Social Work Practice* text. Use questions 1–14 for the interview.
- One of the tools provided in the American Psychiatric Association's Online Assessment Measures (link in the Resources) for diagnostic assessment tools and resources.

Response Guidelines

Respond to at least one peer by asking a question in relation to the provided mental status exam or sharing your perspective on the insight provided through this exam.

Make your post by Thursday of this week. Respond to at least one other learner by Sunday.

u02d1 - Learning Components

- Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession.
- Discuss diagnostic assessment tools.

Unit 3 ≫ Theory and Applications

Introduction

In this unit, you will explore several theories useful to clinical practice, including object relations theory, self psychology theory, relational theory, cognitive behavioral theory, solution focused theory, and narrative theory:

- Object relations theory is still used today with attachment and other relationship issues.
- Self-psychology views the therapeutic process through an empathetic lens, which fits well within the social work modality.
- Relational theory calls for an interactive therapeutic relationship that is empathic, mutual, and genuine. It embraces many concepts that provide a context for individuals to understand their relationships and the impact on their interactions on others.
- We will also explore the most common theory used today: cognitive and behavioral theory, which explores the connection between the way we feel, think, and behave. This theory examines current behaviors or problems and assists the individual to identify thought patterns and emotions that contribute to those behaviors. This week we will identify the core concepts and how to apply this theory.
- Solution-focused theory is a strengths-based model that recognizes people have the ability and tools to make the changes within them and helps those individuals recognize this ability and harness it by helping them to identify tools and resources. This theory contends that change is continuous and that individuals have the resources they need to embrace that change. This model focuses on solutions rather than previous issues or diagnosis.
- Finally, we will examine narrative theory. The roots of narrative theory are psychoanalytic, based in the premise that maladaptive patterns are learned in childhood and maintained through adulthood. Another assumption is that the client will demonstrate these dysfunctional behaviors in most relationships, including counseling where the counselor is viewed as an object to assist the client in treating these maladaptive behaviors. Therapists employ narrative therapy techniques to understand an individual based on their current reality. This popular intervention is rooted in elements of postmodern theory, where people construct their own reality, then rewrite the script with the help of a counselor or social worker.

Learning Activities

u03s1 - Studies

Readings

Use your *Clinical Social Work Practice* text to read the following:

- Chapter 6, "Object Relations Theory: A Relational Psychodynamic Model, pages 76–90.
- Chapter 7, "Self-Psychology: A Relational Psychodynamic Model," pages 91–105.
- Chapter 8, "Relational Theory," pages 106–119.
- Chapter 9, "Cognitive Theory: A Structural Approach," pages 120–142.
- Chapter 11, "Narrative Therapy," pages 157–174.
- Chapter 12, "Solution-Focused Therapy," pages 175–189.

u03s1 - Learning Components

- Examine theories applicable to clinical social work practice.

u03s2 - Webinar: Generalist Intervention Model and Using the DSM-5

In this unit, you are required either to attend this webinar when it is offered live or view and listen to the recording once it has been posted in the courseroom. Your instructor uses Adobe Connect, a technology tool, to present each webinar. For your convenience, the PowerPoint presentation your instructor will use for this webinar is in the Resources for this study.

See the Unit 1 study, Introductory Webinar and Using Adobe Connect, for information on setting up Adobe Connect.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

Course Resources

Using Adobe Connect

Disability Services

Unit 3 Webinar [PPT]

- Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession.

u03d1 - Theory Application

For this post, use the case of Nellie Bowman or Mary Melody to develop an intervention plan that is based on a chosen theory. Our text and research demonstrate multiple methods and concepts concerning theory. Choose one of the methods or concepts within the text to support your application of theory to Nellie or Mary.

Start by reviewing the cases:

The Case of Mary Melody

Mary Melody is a 46-year-old married woman with two children, ages 23 and 25. "I've been sad for most of my life. I've just felt down for as long as I can remember. I've been thinking of suicide on and off since I was 16 years old," she said. Mary goes on to say that she hates everything about herself: how she looks, how she talks, and how she acts around other people. She feels most comfortable in her room curled up in bed with the shades drawn and the lights out. "My kids are grown and they really don't need me. You might say my work in that department is done. They turned out okay but I just feel really hopeless. Now that the birds have left the nest, I don't have much of a purpose," she adds.

The Case of Nellie Bowman

Nellie Bowman is a 25-year-old graduate student. She starts her conversation with you by stating, "You know, I've lived a pretty normal life. Of course I've had the usual ups and downs. Then it happened. One night after a party, I came back to my apartment and I guess I forgot to lock the door. Some guy must have followed me. I woke up and he had a knife at my throat. My life flashed before my eyes. I don't really remember what happened next, but I remember jumping on the bed and screaming and he ran from the room. I called my roommate and she came right back to the apartment. I called my parents and the police. Filed the report, they didn't find the guy, but we changed all the locks and I thought I'd put it behind me. Then six months later, I woke up in the middle of the night and had this vague feeling of apprehension. All of a sudden my heart started pounding. Like I was having a heart attack. I started sweating and my chest hurt something awful. Right these and then I thought I was dying. It was really weird. I ran to my roommate's room, but it felt like I was moving in slow motion. It was like I was detached from the whole thing. Right away she called the ambulance. When they checked me out at the hospital the docs said I was just fine. Now I'm a little scared to be by myself for too long. Good thing I have my roommate. I'm afraid it might happen again."

For your discussion post:

1. Identify the case you have chosen to review and the diagnosis you would provide to either Nellie or Mary.
2. Provide your rationale for the diagnosis.
3. Discuss an intervention plan using the generalist intervention model that addresses the micro, mezzo, and macro systems. What kind of therapy would you provide this client, what kind of intervention would you provide for the family, and the community?

Response Guidelines

Respond to the post of at least one peer:

- Discuss application of a theory different from both the theory you chose and the one chosen by your peer.
- Include discussion on how you would apply that concept or method to Nellie or Mary through the three stages of beginning, middle, and ending treatment, as discussed in Chapter 3 in our text.

Make your post by Thursday of this week. Respond to at least one other learner by Sunday.

Course Resources

Graduate Discussion Participation Scoring Guide

- Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession.
- Discuss a diagnosis and intervention plan using the generalist intervention model.

Unit 4 ≫ Neurocognitive Disorders and Personality Disorders

Introduction

With our society's aging population, it is vital for social workers to understand the premise of neurocognitive disorders. The process of assessing and diagnosing neurocognitive disorders is complex because there is a spectrum of causes and symptoms. This week we will start to explore how to assess and evaluate neurocognitive disorders and apply interventions for individuals diagnosed with these disorders.

We will also explore personality disorders, which are defined in the *DSM-5* as enduring patterns of inner experiences and behaviors that are deviations from an individual's culture. Personality disorders are often diagnosed in adolescence or during early adulthood and are stable over time. One of the key factors in personality disorders is that they lead to distress or impairment of the individual's ability to function.

Learning Activities

u04s1 - Studies

Readings

Use the Capella University Library to complete the following:

- Read the following sections of the <u>*DSM-5*</u> to develop insight on mood disorders and personality disorders:
    - Pages 591–643 (Neurocognitive).
    - Pages 645–684 (Personality Disorders).

Optional Internet Resources

You may find the following video helpful:

- Alzheimer's Society (2015). <u>What is dementia? [Video].</u> | <u>Transcript</u> Retrieved from
    https://www.alzheimers.org.uk/info/20007/types_of_dementia/1/what_is_dementia
    - Obtain an understanding of dementia through watching the video from the Alzheimer's Society. If you prefer, you can simply read the transcript available on the same page.

u04s1 - Learning Components

- Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession.
- Discuss interventions applicable to a neurocognitive disorder.

u04d1 - Neurocognitive Disorders

The *DSM-5* lists multiple disorders under the classification of neurocognitive disorders. For this research question, please identify one neurocognitive disorder and locate at least one peer-reviewed journal article that provides an intervention strategy for that disorder.

For your discussion post:

- Define the neurocognitive disorder you are most interested in.
- Discuss the intervention strategy you identified through your research and provide an APA-formatted reference. In addition:
    - Provide an analysis of this intervention.

- Explain what you as a leader within the social work sector would recommend to your community as an intervention for this particular diagnosis, including your rationale for recommending it.

Response Guidelines

Respond to the posts of at least one peer. As you respond, identify alternative intervention strategies for the disorders discussed by your peers.

Make your post by Thursday of this week. Respond to at least one other learner by Sunday.

Course Resources

APA Style and Format

u04d1 - Learning Components

- Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession.
- Discuss interventions applicable to a neurocognitive disorder.

u04s2 - Project Preparation

For this course, you will be required to complete a synthesized case study during Unit 10 that is designed for the specific needs of a client presenting with a mental health disorder. This allows you, as a practitioner and scholar, to integrate theory and research into your practice and apply advanced mental health interventions.

The second component of this comprehensive case study, the Generalist Intervention Model assignment, will be due at the end of Unit 5. Prepare for the assignment by reviewing the assignment instructions and scoring guide and organizing the materials you will need to complete the assignment.

u04s2 - Learning Components

- Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession.

Unit 5 ≫ Schizophrenia and Related Disorders, Bipolar and Related Disorders, and Depressive Disorders and Related Disorders

Introduction

This week we explore schizophrenia, bipolar, and depressive disorders. We also explore each category of related disorders. These disorders are among the most relevant and common disorders and it is important for social workers to have a solid understanding of their complexities.

Learning Activities

u05s1 - Studies

Readings

Read the following sections of the _DSM-5_ to develop insight on mood disorders and personality disorders:

- Pages 87–122 (Schizophrenia).
- Pages 123–154 (Bipolar and Related).
- Pages 155–188 (Depressive Disorders).

u05a1 - Generalist Intervention Model

Assignment Overview

In Unit 2, you developed a case study and basic information about a client. In this assignment, you will use evidence-based literature and the _DSM-5_ to effectively and appropriately diagnose a client. From there, you will use theory and the _DSM-5_ to effectively develop an intervention plan that is informed by best practices as identified in current literature. This assignment will prepare you for further work you will do in Unit 8 and Unit 10.

By successfully completing this assignment, you will demonstrate your proficiency in the following EPAS and specialized practices:

- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.

- ◦ C6.SP.A: *Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology when engaging with colleagues, individuals, families, groups, organizations, and communities.*
  - ▪ Related Assignment Criteria:
    - ▪ *4. Cite peer-reviewed literature within the intervention plan.*
    - ▪ *5. Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession through the use of technology.*
- ◦ C6.SP.B: *Apply and integrate theories of human behavior and the social environment in the specialization of advanced generalist practice when engaging with individuals, families, groups, organizations, and communities.*
  - ▪ Related Assignment Criteria:
    - ▪ *1. Describe a diagnosis appropriate for the client.*
    - ▪ *4. Cite peer-reviewed literature within the intervention plan.*
    - ▪ *5. Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession through the use of technology.*
- • Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.
  - ◦ C7.SP.A: *Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology when assessing colleagues, individuals, families, groups, organizations, and communities.*
    - ▪ Related Assignment Criteria:
      - ▪ *4. Cite peer-reviewed literature within the intervention plan.*
      - ▪ *5. Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession through the use of technology.*
  - ◦ C7.SP.B: *Apply and integrate theories of human behavior and the social environment in the specialization of advanced generalist practice when assessing individuals, families, groups, organizations, and communities.*
    - ▪ Related Assignment Criteria:
      - ▪ *1. Describe a diagnosis appropriate for the client.*
      - ▪ *4. Cite peer-reviewed literature within the intervention plan.*
      - ▪ *5. Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession through the use of technology.*
  - ◦ C7.SP.D: *(Assess) Apply assessment instruments, leadership, technology, critical thinking, and interpersonal skills to identify problems, and assess and analyze capacities, strengths, and needs of individuals, families, groups, organizations, and communities.*
    - ▪ Related Assignment Criteria:
      - ▪ *1. Describe a diagnosis appropriate for the client.*
- • Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.
  - ◦ C8.SP.A: *Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology when intervening with colleagues, individuals, families, groups, organizations, and communities.*
    - ▪ Related Assignment Criteria:
      - ▪ *4. Cite peer-reviewed literature within the intervention plan.*
      - ▪ *5. Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession through the use of technology.*
  - ◦ C8.SP.B: *Apply and integrate theories of human behavior and the social environment in the specialization of advanced generalist practice when intervening with individuals, families, groups, organizations, and communities.*
    - ▪ Related Assignment Criteria:
      - ▪ *1. Describe a diagnosis appropriate for the client.*
      - ▪ *4. Cite peer-reviewed literature within the intervention plan.*
      - ▪ *5. Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession through the use of technology.*
  - ◦ C8.SP.D: *(Intervene) Apply leadership, technology, critical thinking, decision making, and interpersonal skills in the specialization of advanced generalist practice interventions with individuals, families, groups, organizations, and communities to achieve goals.*
    - ▪ Related Assignment Criteria:
      - ▪ *2. Describe a therapy/intervention appropriate for a selected client.*
      - ▪ *3. Describe an intervention based on theory for the client's family and/or community.*
- • Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.
  - ◦ C9.SP.A: *Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology evaluations with colleagues, individuals, families, groups, organizations, and communities.*
    - ▪ Related Assignment Criteria:
      - ▪ *4. Cite peer-reviewed literature within the intervention plan.*
      - ▪ *5. Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession through the use of technology.*
  - ◦ C9.SP.B: *Apply and integrate theories of human behavior and the social environment in the specialization of advanced generalist practice evaluation with individuals, families, groups, organizations, and communities.*

- Related Assignment Criteria:
  - *1. Describe a diagnosis appropriate for the client.*
  - *4. Cite peer-reviewed literature within the intervention plan*.
  - *5. Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession through the use of technology*.

Assignment Description

In this assignment, you expand upon the case you selected in Unit 2, including determining a diagnosis. You locate and select at least five recent (published within the past five years) peer-reviewed articles from the Capella University Library. You use these articles to justify your diagnosis and recommended interventions. In social work, it is important that we maintain the strengths-based perspective and consistently apply the generalist intervention model. This model allows us to view a client through the micro, mezzo, and macro setting.

Assignment Instructions

For this assignment:

1. Describe a diagnosis appropriate for the client.
   - Consider all potentially fitting diagnoses, discuss the differential diagnoses, and discuss rule out diagnoses and why.
   - Justify the diagnosis with reference to specific *DSM-5* criteria.

2. Describe the therapy or intervention you would provide this client.
   - Apply theory to contextualize the appropriateness of your chosen therapy/intervention.

3. Describe an intervention appropriate for the client's family or community.
   - Justify the recommended intervention with reference to specific *DSM-5* criteria.

4. Cite peer-reviewed literature within the intervention plan.
   - Cite at least five peer-reviewed articles published in the past five years.
   - Describe the content of each cited work, specific to how each one supports the main or supporting points of the intervention plan.

Additional Requirements

The assignment you submit is expected to meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to the current APA style and formatting standards.
- **Cited resources:** Minimum of five scholarly sources. All literature cited should be current, with publication dates within the past five years.
- **Length of paper:** Minimum of 3 double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

Social Work Masters Library Research Guide

APA Style and Format

Capella Writing Center

Writing Feedback Tool

Unit 6 ❯❯ Substance Related and Addictive Disorders

Introduction

For this unit, we will examine substance related and addictive disorders. Substance use and addiction is a specialized field in which individuals often obtain specialized certification and/or training. However, social workers also work with individuals who use substances in a variety of settings. Having a strong understanding of substance use and addiction is an important part of being an effective social worker.

Learning Activities

u06s1 - Studies

Readings

Use the Capella University Library to complete the following:

- Read the following sections of the _DSM-5_ to develop insight on substance related and addictive disorders.
  - Pages 481–590 (Substance-Related and Addictive Disorders).

Optional Internet Resources

Resources for substance abuse screening can be obtained through the Substance Abuse and Mental Health Services Administration (SAMHSA). You may find the following helpful in this course:

- SAMHSA. (n.d.). Sample screening forms. Retrieved from http://www.integration.samhsa.gov/clinical-practice/screening-tools#sample%20screening%20forms
- SAMHSA. (n.d.). Appendix D: Examples of screening and asessment tools for substance use disorders [PDF]. Retrieved from http://www.ncsacw.samhsa.gov/files/SAFERR_AppendixD.pdf

u06d1 - Substance Related and Addictive Disorders

There are many categories of substance related and addictive disorders within the _DSM-5_. Each substance or addictive behavior is addressed as a separate use disorder and diagnosed using specific criteria. There are also multiple interventions for each of these disorders that have been developed as best practices.

For this discussion:

- Identify a disorder from the _DSM-5_ under the substance related or addictive disorder category.
- Provide a summary of the diagnostic measures for the disorder you identified.
- Research interventions that have been developed as best practices for this disorder and provide a summary of your identified intervention, in addition to why you believe this is an appropriate or effective treatment option (these can include assessment tools, therapeutic techniques, or forms of treatment). Provide your APA formatted reference within your post.

Response Guidelines

Respond to the posts of at least one peer. In your responses, discuss an alternative treatment option for the disorders discussed by your peer.

Make your post by Thursday of this week. Respond to at least one other learner by Sunday.

Course Resources

Graduate Discussion Participation Scoring Guide

APA Style and Format

u06d1 - Learning Components

- Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession.

Unit 7 ⟩⟩ Dissociative and Eating Disorders

Introduction

In this unit, we will be exploring dissociative disorders, defined as disorders that disrupt the normal integration of memory, identity, and functioning. In addition, we will be discussing eating and feeding disorders, which are often left undetected and untreated or are detective but difficult to treat.

Reference

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: Author.

Learning Activities

u07s1 - Studies

Readings

Use the Capella University Library to complete the following:

- Read the following from the <u>DSM-5</u> to develop insight on dissociative and eating disorders:
  - Pages 291–308 (Dissociative Disorders).
  - Pages 329–354 (Feeding and Eating Disorders).

u07s2 - Webinar: Developing a Treatment Plan

In this unit, you are required either to attend this webinar when it is offered live or view and listen to the recording once it has been posted in the courseroom. Your instructor uses Adobe Connect, a technology tool, to present each webinar. For your convenience, the PowerPoint presentation your instructor will use for this webinar is in the Resources for this study.

See the Unit 1 study, Introductory Webinar and Using Adobe Connect, for information on setting up Adobe Connect.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

Course Resources

<u>Using Adobe Connect</u>

<u>Disability Services</u>

Unit 7 Webinar [PPT]

u07s2 - Learning Components

- Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession.

u07d1 - Exploration of Dissociative and Eating Disorders

Identify a disorder from this week's readings that you are interested in (categorized in the *DSM-5* as dissociative or feeding and eating disorders):

- Provide a summary and diagnostic criterion for this disorder.
- Then research a best-practice intervention or an assessment tool for this disorder.
- Provide a description of this intervention or assessment tool and your assessment of the identified intervention or tool.
- Include APA-formatted references.

Response Guidelines

Respond to the posts of at least one of your peers. In your responses, identify a research-based strength or weakness with the intervention or assessment tool discussed by your peers and provide an alternative intervention for the disorders they chose.

Make your post by Thursday of this week. Respond to at least one other learner by Sunday.

Course Resources

Graduate Discussion Participation Scoring Guide

APA Style and Format

u07d1 - Learning Components

- Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession.
- Discuss interventions applicable to a disorder classified as either a dissociative disorder or a feeding and eating disorder.

u07s3 - Project Preparation

For this course, you will be required to complete a synthesized case study during Unit 10 that is designed for the specific needs of a client presenting with a mental health disorder. This allows you, as a practitioner and scholar, to integrate theory and research into your practice and apply advanced mental health interventions.

The third component of this comprehensive case study, the Treatment Plan assignment, will be due at the end of Unit 8. The assignment will be 12–15 pages and will involve coordinating several components. Prepare for the assignment by reviewing the assignment instructions and scoring guide and organizing the materials you will need to complete the assignment.

u07s3 - Learning Components

- Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession.

Unit 8 ❯❯ Anxiety, Post Traumatic Stress Disorder, Obsessive Compulsive Disorder, and Treatment Planning

Introduction

There is a growing need in the social work field for clinicians who are equipped to address trauma and PTSD. Trauma occurs across populations in the behavioral health field, from children to adolescents to adults to aging adults to military veterans. Understanding how to address trauma is of vital importance. This unit explores the components of trauma and PTSD and commonly used interventions for both.

In addition, we will explore anxiety and obsessive compulsive disorders. These are also common diagnoses that may be seen in similar populations as noted above. Anxiety is a very treatable condition when evidence-based interventions are used correctly. Although OCD is more resistant, there are also effective interventions for reducing or teaching clients to successfully live with the disorder. Finally, in this unit you learn and apply effective skills to design client treatment plans. Every agency serving clients will require social workers to design and implement treatment plans; knowing how to design effective treatment plans is essential knowledge for social workers.

Learning Activities

u08s1 - Studies

Readings

Use your *Clinical Social Work Practice* text to read the following:

- Chapter 13, "Trauma Theory," pages 190–203.

Use the Capella University Library to complete the following:

- Read the following from the _DSM-5_ to develop insight on anxiety, obsessive-compulsive disorders, and trauma and stressors:
  - Pages 189–234 (Anxiety).
  - Pages 235–264 (Obsessive-Compulsive Disorders).
  - Pages 271–289 (Trauma and Stressors).

Optional Internet Resources

You may wish to view or read the following to gain additional insight into this unit's topics:

- American Institutes for Research (n.d.). Trauma-informed care. Retrieved from http://www.air.org/page/trauma-informed-care
  - This page also includes some helpful videos.

u08a1 - Treatment Plan

Assignment Overview

Developing treatment plans and effective therapeutic interventions will be central to your social work practice. The treatment plan you develop in this assignment will be incorporated (potentially with some revisions) into the Comprehensive Case Study that you will complete and submit in Unit 10.

By successfully completing this assignment, you will demonstrate your proficiency in the following EPAS and specialized practices:

- Competency 1: Demonstrate Ethical and Professional Behavior.
  - C1.SP.B: _Articulate and provide leadership in the application of the core values and ethical standards of the social work profession through an ethical problem solving model to aid in critical thinking, affective reactions and ethical decision making related to individuals, families, groups, organizations, and communities to guide and inform ethical practice in the specialization of advanced generalist social work._
    - Related Assignment Criteria:
      - _5. Articulate leadership through the identification of potential ethical dilemmas._
      - _10. Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the social work profession through the use of technology._

- Competency 2: Engage Diversity and Difference in Practice.
  - C2.SP.A: _Analyze dimensions and differentiation in diversity and apply the influence of relationships and affective reactions to intervention techniques and technologies with diverse clients, families, groups, organizations, and communities._
    - Related Assignment Criteria:
      - _8. Analyze, through the use of technology, the diversity needs for client and family and how to address those needs._

  - C2.SP.B: _Apply leadership skills, theoretical frameworks, decision making and best-practice interventions with diverse populations._
    - Related Assignment Criteria:
      - _5. Articulate leadership through the identification of potential ethical dilemmas._

- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.
  - C6.SP.A: _Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology when engaging with colleagues, individuals, families, groups, organizations, and communities._
    - Related Assignment Criteria:
      - _10. Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the social work profession through the use of technology._

  - C6.SP.B: _Apply and integrate theories of human behavior and the social environment in the specialization of advanced generalist practice when engaging with individuals, families, groups, organizations, and communities._
    - Related Assignment Criteria:
      - _3. Apply a mental health theory to a specific case._
      - _6. Apply the systems theory perspective to include a client's family._

  - C6.SP.D: _(Engage) Apply leadership, technology, critical thinking, decision making and interpersonal skills to actively engage in the specialization of advanced generalist practice with individuals, families, groups, organizations, and communities to achieve goals._
    - Related Assignment Criteria:
      - _3. Apply a mental health theory to a specific case._
      - _8. Analyze, through the use of technology, the diversity needs for client and family and how to address those needs._

- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.
  - C7.SP.A: _Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology when assessing colleagues, individuals, families, groups, organizations, and communities._
    - Related Assignment Criteria:

- 10. Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the social work profession through the use of technology.

- C7.SP.B: *Apply and integrate theories of human behavior and the social environment in the specialization of advanced generalist practice when assessing individuals, families, groups, organizations, and communities.*
  - Related Assignment Criteria:
    - 3. Apply a mental health theory to a specific case.
    - 6. Apply the systems theory perspective to include a client's family.

- C7.SP.D: *(Assess) Apply assessment instruments, leadership, technology, critical thinking, and interpersonal skills to identify problems, and assess and analyze capacities, strengths, and needs of individuals, families, groups, organizations, and communities.*
  - Related Assignment Criteria:
    - 1. Describe a client's demographic information, presenting problem, and diagnoses.
    - 2. Apply the assessments used to approach a client's diagnosis.

- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.
  - C8.SP.A: *Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology when intervening with colleagues, individuals, families, groups, organizations, and communities.*
    - Related Assignment Criteria:
      - 10. Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the social work profession through the use of technology.

  - C8.SP.B: *Apply and integrate theories of human behavior and the social environment in the specialization of advanced generalist practice interventions with individuals, families, groups, organizations, and communities.*
    - Related Assignment Criteria:
      - 3. Apply a mental health theory to a specific case.
      - 6. Apply the systems theory perspective to include a client's family.

  - C8.SP.D: *(Intervene) Apply leadership, technology, critical thinking, decision making, and interpersonal skills in the specialization of advanced generalist practice interventions with individuals, families, groups, organizations, and communities to achieve goals.*
    - Related Assignment Criteria:
      - 3. Apply a mental health theory to a specific case.
      - 4. Create a treatment intervention.

- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.
  - C9.SP.A: *Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology evaluations with colleagues, individuals, families, groups, organizations, and communities.*
    - Related Assignment Criteria:
      - 10. Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the social work profession through the use of technology.

  - C9.SP.B: *Apply and integrate theories of human behavior and the social environment in the specialization of advanced generalist practice evaluation with individuals, families, groups, organizations, and communities.*
    - Related Assignment Criteria:
      - 3. Apply a mental health theory to a specific case.
      - 6. Apply the systems theory perspective to include a client's family.

  - C9.SP.E: *(Evaluate) Apply leadership, technology, critical thinking, decision making and interpersonal skills in the specialization of advanced generalist practice evaluation of interventions with individuals, families, groups, organizations, and communities.*
    - Related Assignment Criteria:
      - 9. Explain how to evaluate a client's progress through application of leadership, technology, critical thinking, and interpersonal skills.

  - C9.GP.D: *Apply evaluation findings to improve practice effectiveness at the micro level.*
    - Related Assignment Criteria:
      - 9. Explain how to evaluate a client's progress through application of leadership, technology, critical thinking, and interpersonal skills.

Assignment Description

Develop a treatment plan based on your chosen case history from Unit 2. This component of your plan will incorporate concepts and approaches along the continuum of the selected case study diagnosis, the selected mental health theory and your selected treatment intervention, such as cognitive behavioral therapy, person-centered therapy, or rational emotive behavioral therapy. It must also consider ethics and diversity through a systems perspective.

Assignment Instructions

Complete this assignment using the identified headings. Upon completion, it should be 12–15 pages in length and use APA style and formatting.

1. Include the revised case history from Unit 2.
2. Describe the client's demographical information.
3. Analyze the client's presenting problem.
4. Describe the client's diagnoses using the *DSM-5* as a foundation.
5. Apply the assessments used to approach the diagnosis (depression scale, alcoholism screening, ADHD, etcetera).
6. Apply a mental health theory applied from your readings to the case (such as but not limited to cognitive, solution-focused, object relations, narrative, behavioral, or self-psychology).
7. Apply a treatment intervention and describe the specific and best treatment intervention applied, including descriptions of the:
   ◦ Client's strengths, weaknesses, and social support systems in the treatment intervention plan applied.
   ◦ Client's long-term goal for the treatment intervention plan applied.
   ◦ Client's short-term goals and treatment objectives for the treatment intervention plan applied.

8. Create a treatment timeline.
9. Apply the systems theory perspective to include the client's family (treatment at the micro, mezzo, and macro level).
10. Explain at least one of the potential ethical dilemmas and how to address it through NASW ethical guidelines.
11. Explain the diversity needs for client or family and how to address those needs.
12. Explain how you will evaluate the client's progress.

Additional Requirements

The assignment you submit is expected to meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to the current APA style and formatting standards.
- **Cited resources:** Minimum of 10 scholarly sources. All literature cited should be current, with publication dates within the past five years.
- **Length of paper:** 12–15 double-spaced pages (not including the case history).
- **Font and font size:** Times New Roman, 12 point.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

Social Work Masters Library Research Guide

APA Style and Format

Capella Writing Center

Writing Feedback Tool

Case Studies | Transcript

u08d1 - PTSD, Anxiety, and Obsessive-Compulsive Disorders

For this discussion, select one of the following diagnosis categories to discuss:

- PTSD and Related Disorders.
- Anxiety and Related Disorders.
- Obsessive-Compulsive and Related Disorders.

After you have chosen a diagnosis category:

- Provide a summary of the disorder and the key components of diagnosis.
- Discuss at least one evidence-based intervention method to address this disorder (please include your reference).
- Evaluate the effectiveness of this intervention method.

Response Guidelines

Responses to peers recommended but not required.

Make your post by Thursday of this week.

u08d1 - Learning Components

- Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession.

Unit 9 >> Children and Families

Introduction

Social workers work on a systems-based perspective; they work not only with individuals but also within the family system. Social work with children and families is a specialization that intersects with most social work roles. The ability to identify specialized understanding of childhood disorders as well as how to work with family systems is vital to our profession.

This unit will explore childhood disorders, developmental theory, and working with children through a systems perspective.

Learning Activities

u09s1 - Studies

Readings

Use your *Clinical Social Work Practice* text to read the following:

- Chapter 14, "Clinical Practice with Children and Adolescents," pages 204–219.

Use the Capella University Library to complete the following:

- Read the following from the _DSM-5_ to acquire the ability to assess and diagnose common childhood disorders:
    - Pages 31–85 (Neurodevelopmental).
    - Pages 355–360 (Elimination).
    - Pages 265–270 (Reactive Attachment).
    - Pages 461–475 (Oppositional and Conduct).

u09d1 - Childhood Diagnosis and Systems

Oftentimes you will see children with mental health disorders having difficulty in home, public places, and schools. They can be labeled as "difficult" or "out of control" and their behaviors often present challenges to parents, caretakers, and teachers. The ability to support these children and their families is a significant social work role.

Choose one of the disorders listed below:

- Autism spectrum disorder.
- Attention-deficit/hyperactivity disorder (ADHD).
- Reactive attachment disorder.
- Disinhibited social engagement disorder.
- Oppositional defiant disorder.
- Conduct disorder.

For your discussion post:

- Provide a summary of the characteristics of one of these disorders as defined in the *DSM-5* or other research.
- Describe some of the concerns that children and their families may encounter from a systems perspective as a result of the disorder.
- Identify a systems-based (micro, mezzo, or macro) level intervention within your community that is available for support for this disorder.

Response Guidelines

Respond to at least one peer. Respond to the author's chosen disorder by applying a developmental theory to an individual who may have this disorder. For example, how would Erickson's theory apply to children with autism? Demonstrate critical thought in your analysis as you answer the question. Discuss one best practice, based on your research of the theory and disorder, that you would share with the mezzo or macro system for individuals with this disorder. For example, based on developmental differences and theory for a child with autism, what family or community interventions would you recommend?

Make your post by Thursday of this week. Respond to at least one other learner by Sunday.

Course Resources

Graduate Discussion Participation Scoring Guide

u09d1 - Learning Components

- Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession.
- Discuss childhood diagnosis and interventions from a systems perspective.

u09s2 - Project Preparation

For this course, you will be required to complete a synthesized case study during Unit 10 that is designed for the specific needs of a client presenting with a mental health disorder. This allows you, as a practitioner and scholar, to integrate theory and research into your practice and apply advanced mental health interventions.

The final comprehensive case study will be due at the end of the next unit. Prepare for the assignment by reviewing the assignment instructions and scoring guide and organizing the materials you will need to complete the assignment.

u09s2 - Learning Components

- Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession.

Unit 10 ≫ Research and Practice

 Introduction

Throughout this course we explored diagnosis, theory, and interventions that social workers face within the clinical setting. As future leaders within the field of social work, NASW challenges us to look at the client through a systems-based perspective and encourages social workers to take social action for the oppressed and those in need.

Unit 10 will provide an opportunity to evaluate best practices within social work through a systems-based approach.

Learning Activities

u10s1 - Studies

Focus your time this week on reviewing past work and preparing to create a comprehensive case study for your final project.

- Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession.

u10a1 - Comprehensive Case Study

Assignment Overview

This synthesized case study is designed for the specific needs of a client presenting with a mental health disorder. It also allows you, as a practitioner and scholar, to integrate theory and research into your practice and apply advanced mental health interventions.

By successfully completing this assignment, you will demonstrate your proficiency in the following EPAS and specialized practices:

- Competency 1: Demonstrate Ethical and Professional Behavior.
  - C1.SP.B: *Articulate and provide leadership in the application of the core values and ethical standards of the social work profession through an ethical problem solving model to aid in critical thinking, affective reactions and ethical decision making related to individuals, families, groups, organizations, and communities to guide and inform ethical practice in the specialization of advanced generalist social work*.
    - Related Assignment Criteria:
      - *3. Apply an intervention plan (treatment plan)*.
      - *7. Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession through the use of technology*.

- Competency 2: Engage Diversity and Difference in Practice.
  - C2.SP.A: *Analyze dimensions and differentiation in diversity and apply the influence of relationships and affective reactions to intervention techniques and technologies with diverse clients, families, groups, organizations, and communities*.
    - Related Assignment Criteria:
      - *1. Analyze the individual and family history (engagement)*.
      - *6. Summarize and conclude the client/family history comprehensive study*.

  - C2.SP.B: *Apply leadership skills, theoretical frameworks, decision making and best-practice interventions with diverse populations*.
    - Related Assignment Criteria:
      - *1. Analyze the individual and family history (engagement)*.
      - *6. Summarize and conclude the client/family history comprehensive study*.

- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.
  - C6.SP.A: *Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology when engaging with colleagues, individuals, families, groups, organizations, and communities*.
    - Related Assignment Criteria:
      - *7. Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession through the use of technology*.

  - C6.SP.D: *(Engage) Apply leadership, technology, critical thinking, decision making and interpersonal skills to actively engage in the specialization of advanced generalist practice with individuals, families, groups, organizations, and communities to achieve goals*.
    - Related Assignment Criteria:
      - *1. Analyze the individual and family history (engagement)*.

- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.
  - C7.SP.A: *Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology when assessing colleagues, individuals, families, groups, organizations, and communities*.
    - Related Assignment Criteria:
      - *7. Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession through the use of technology*.

  - C7.SP.D: *(Assess) Apply assessment instruments, leadership, technology, critical thinking, and interpersonal skills to identify problems, and assess and analyze capacities, strengths, and needs of individuals, families, groups, organizations, and communities*.
    - Related Assignment Criteria:
      - *1. Analyze the individual and family history (engagement)*.

- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.
  - C8.SP.A: *Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology when intervening with colleagues, individuals, families, groups, organizations, and communities*.
    - Related Assignment Criteria:
      - *7. Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession through the use of technology*.

  - C8.SP.D: *(Intervene) Apply leadership, technology, critical thinking, decision making, and interpersonal skills in the specialization of advanced generalist practice interventions with individuals, families, groups, organizations, and communities to achieve goals*.

- Related Assignment Criteria:
  - *3. Apply an intervention plan (treatment plan).*
  - *5. Create a client follow-up plan that includes leadership, technology, critical thinking, and interpersonal skills.*
  - *6. Summarize and conclude the client/family history comprehensive study.*

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.
- C9.SP.A: *Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology evaluations with colleagues, individuals, families, groups, organizations, and communities.*
  - Related Assignment Criteria:
    - *7. Communicate in a manner that is scholarly, professional, and consistent with expectations for leaders of the social work profession through the use of technology.*
- C9.SP.E: *(Evaluate) Apply leadership, technology, critical thinking, decision making and interpersonal skills in the specialization of advanced generalist practice evaluation of interventions with individuals, families, groups, organizations, and communities.*
  - Related Assignment Criteria:
    - *4. Apply an evaluation plan that demonstrates leadership, technology, critical thinking, and interpersonal skills.*
    - *5. Create a client follow-up plan that includes leadership, technology, critical thinking, and interpersonal skills.*
- C9.GP.D: *Apply evaluation findings to improve practice effectiveness at the micro level.*
  - Related Assignment Criteria:
    - *4. Apply an evaluation plan that demonstrates leadership, technology, critical thinking, and interpersonal skills.*
    - *5. Create a client follow-up plan that includes leadership, technology, critical thinking, and interpersonal skills.*
    - *6. Summarize and conclude the client/family history comprehensive study.*

Assignment Description

Your Comprehensive Case Study should cover the initial assessment through the evaluation of active treatment, as well as available resources and possible interventions for after counseling has ended (in other words, a client follow-up plan).

Assignment Instructions

Use the Comprehensive Case Study outline below to compile your current and previous work into a single document:

1. Title page.
2. Abstract.
3. Table of contents.
4. Introduction.
5. Engagement (revised case study of individual or family history from Unit 2).
6. Assessment plan.
7. Intervention plan (revised treatment plan from Unit 8).
8. Evaluation plan.
9. Client follow-up plan (the plan for follow-up and continued treatment for this client or individual through a systems-based perspective).
10. Conclusion or summary (be sure to discuss how leadership perspectives in the community influence the process and outcomes, in order to consider the person in the environment).
11. References.

Additional Requirements

Your final paper must also meet the following requirements:

- **Number of pages:** The body of the paper should be 15–20 pages, not including the title page, abstract, table of contents, or reference page.
- **Written communication:** You must present accurate written communication that conveys the overall goals of the project and does not detract from the overall message.
- **Formatting:** Use the current APA formatting, including proper punctuation, double-spacing throughout, proper headings and subheadings, and page numbers. Please refer to the Writing Center's APA Style and Format page for more information.
- **References and style:** You should have a minimum of 10 references from books or peer-reviewed journals written within the past five years. Your references must adhere to APA current edition format to receive full credit.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

Social Work Masters Library Research Guide