

Syllabus

Course Overview

This course provides a biopsychosocial approach to identification, screening, assessment, and diagnosis of common psychosocial problems experienced by adult clients. You will analyze etiology, recognition, and diagnosis of these problems in the context of the sociocultural formation of disordered behavior. Throughout the course, you will apply social work best practices, leadership skills, techniques gained throughout your coursework, *The Diagnostic and Statistical Manual of Mental Disorders* (5th ed.; *DSM-5*; American Psychiatric Association, 2013), and the use of technology to screen, assess, and diagnose issues such as serious mental illness, suicidality, depression and anxiety, substance abuse, child abuse, elder abuse, and the effects of trauma.

Consistent with the Council on Social Work Education's Educational Policies and Accreditation Standards, the Capella University's Master of Social Work program strives to build competency in its learners in 10 areas. Specific core competencies are accomplished through course objectives stated in terms of underlying practice behaviors comprised by the competency standard.

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-based 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-based 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 Introductory Webinar and 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 the Updates and Handouts sections of the courseroom.

Adobe Connect Activities

This course requires learners to participate in live online meetings and conduct live presentations using 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.

Course Competencies

(Read Only)

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

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 and ethical decision making related to individuals, families, organizations, and communities to guide and inform ethical advanced generalist social work practice. (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 (Engage) (Assess) (Intervene) (Evaluate) Apply leadership, technology, critical thinking, and interpersonal skills in the specialization of advanced generalist practice with individuals, families, groups, organizations, and communities to achieve goals. (C6.SP.D; C7.SP.D; C8.SP.D; C9.SP.E)
- 5 (Engage) (Assess) (Intervene) (Evaluate) Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology with colleagues, individuals, families, groups, organizations, and communities. (C6.SP.A; C7.SP.A; C8.SP.A; C9.SP.A)
- 6 (Engage) (Assess) (Intervene) (Evaluate) Apply and integrate theories of human behavior and the social environment in the specialization of advanced generalist practice with individuals, families, groups, organizations, and communities. (C6.SP.B; C7.SP.B; C8.SP.B; C9.SP.B)
- 7 Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the social work profession.

Course Prerequisites

Prerequisite(s): SWK5802. Cannot be fulfilled by transfer.

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

Book

Cocoran, J., & Walsh, J. M. (2015). *Mental health in social work: A casebook on diagnosis and strengths based assessment* (2nd ed.). Upper Saddle River, NJ: Pearson. ISBN: 9780205991037.

Sands, R. G., & Gellis, Z. D. (2012). *Clinical social work practice in behavioral mental health: Towards evidence-based practice* (3rd ed.). Upper Saddle River, NJ: Pearson. ISBN: 9780205820160.

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 [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (5th ed.)*. Arlington, VA: Author.
- Carlton International Media (Producer), 2006. *Post-Traumatic Stress Disorder* [Video]. Films On Demand.
- DeLiema, M., Navarro, A., Enguidanos, S., & Wilber, K. (2015). *Voices from the frontlines: Examining elder abuse from multiple professional perspectives*. *Health & Social Work, 40*(2), e15–e24. doi:10.1093/hsw/hlv012
- Jubb, H. (2017). *The effectiveness of self-soothing techniques for people with PTSD in secure units*. *Mental Health Practice (2014+)*, 20(5), 28.
- Kelly, U., Boyd, M. A., Valente, S. M., & Czekanski, E. (2014). *Trauma-informed care: Keeping mental health settings safe for veterans*. *Issues in Mental Health Nursing, 35*(6), 413–419. doi:10.3109/01612840.2014.881941
- Lachs, M. S., & Pillemer, K. A. (2015). *Elder abuse*. *The New England Journal of Medicine, 373*(20), 1947-1956.
- O'Connor, M. (2017). *Dowry-related domestic violence and complex posttraumatic stress disorder: a case report*. *Australasian Psychiatry, 25*(4), 351–353.
- O'Driscoll, C., & Flanagan, E. (2016). *Sexual problems and post-traumatic stress disorder following sexual trauma: A meta-analytic review*. *Psychology and Psychotherapy: Theory, Research and Practice, 89*(3), 351-367.

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

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.

Projects

Project >> Biopsychosocialspiritual Assessment and Intervention

Project Overview

In this course project, you will conduct a biopsychosocialspiritual assessment on an adult. This client can be a previous client, a client from your field placement, volunteer placement, or place of employment. For purposes of confidentiality, please change the name of the client you choose. This assessment will be conducted in two parts. You will complete Sections I–IV in Unit 4 and Sections V–VII in Unit 10. The assessment should be comprehensive, detailed, and evidence based. Any reader should be able to pick up this assessment with no additional information and have a solid understanding of this individual.

Unit 1 >> Community Mental Health, Assessment, Ethics, and Legal implications

Introduction

More than half of today's mental health professionals are social workers. The role social workers play within this field as clinicians and advocates is vast and important for our community. Before clinical social workers can engage individuals on micro-level interventions, it is important to understand the macro-level systems, including ethical and legal implications within the mental health field. In this unit, we begin building a foundation of understanding in relation to the growing demands, challenges, and ethical dilemmas within community behavioral and mental health.

Learning Activities

u01s1 - Studies

Readings

Use your *Clinical Social Work Practice in Behavioral Mental Health* text to complete the following:

- Read Chapter 1, "Getting Oriented: Themes and Contexts 1," pages 1–23.
- Read Chapter 5, "Legal and Ethical Issues," pages 94–107.

These chapters discuss community mental health and legal and ethical issues.

Use your *Mental Health in Social Work* text to read Chapter 1, "Diagnosis and the Social Work Profession," pages 1–6. This chapter covers assessment, the *DSM* classification system, the mental status exam, and limitations of the *DSM*.

u01s2 - Introductory Webinar and Using Adobe Connect

Check the courseroom announcements for the time and connection details for your introductory webinar.

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. This first webinar will give the opportunity for introductions, as well walk through the course in general. Please bring all of your questions.

You will have two more webinars later in the course. In Unit 2, you will collaborate with a team to prepare for the Unit 6 assignment, and in Unit 7, you will present it live. You will use Adobe Connect, a technology tool, to attend the webinars. For your convenience, you may download the [Webinar 1 PowerPoint presentation](#) your instructor will use for this webinar.

In preparation for using Adobe Connect to attend meetings, host live presentations, and record presentations in this course, complete the following:

- If you have not already done so, set up and test your hardware, using the installation instructions provided by the manufacturer.

- Create or access your meeting room at any time from the **My Meetings** link in the courseroom.
- Instructions and tutorials are available from the [Using Adobe Connect](#) support page.

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.

u01d1 - Community Mental Health

The unit readings explored the issues, strengths, and challenges of assessment, the *DSM-5*, community mental health system, telehealth, and legal and ethical issues. Reflect upon what you see as one of the most significant challenges within community mental health.

For this discussion, choose a legal or ethical community health issue that is important to you. Examples include, but are not limited to: least restrictive alternatives, involuntary civil commitment, clients rights and protections, confidentiality and the duty to protect, documentation and record keeping, and use of the DSM-5.

In your post:

- Identify the chosen legal or ethical community health issue.
- Discuss why it is a community health issue. Include research or statistics.
- Apply one of the ethical theories from your *Clinical Social Work Practice in Behavioral Mental Health* text (Chapter 5, pages 95–96) to this issue to determine an appropriate and ethical intervention to address the issue on a macro level.

Response Guidelines

Respond to a minimum of one peer. In your response, you could include additional insight or statistics regarding the chosen community health issue or additional interventions to address this issue.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 2 >> Cultural Competence Within Mental Health and the Biopsychosocial Assessment Framework

Introduction

Social workers employ a planned change process through providing engagement, assessment, interventions, and evaluations with an application of a person-centered strength-based perspective. This unit introduces the biopsychosocial assessment framework that gives social workers the opportunity to provide eco-system assessments on individuals. This framework allows for a social work perspective when considering multiple systems such as biological, social, family, and mental health issues when applying assessment and interventions.

In addition, this unit will explore how to apply cultural competence within the assessment and intervention process. Cultural competence is one of the competencies that needs to be demonstrated by social workers.

Learning Activities

u02s1 - Studies

Readings

Use your *Clinical Social Work Practice in Behavioral Mental Health* text to complete the following:

- Read Chapter 3, "Biopsychosocial Conceptual Framework," pages 45–73.
- Read Chapter 4, "The Biopsychosocial Assessment," pages 74–93.
- Read Chapter 6, "Culturally Competent Mental Health Practice," pages 108–139.

Use your *Mental Health in Social Work* text to read Chapter 2, "Biopsychosocial Risk and Resilience and Strengths Assessment," pages 8–22.

u02s2 - Webinar 2 - Team Work Preparation

In Unit 6, you will submit a team presentation, and then present it live during a webinar in Unit 7. In this unit, you will either choose a team or your faculty will assign small teams to develop this PowerPoint presentation.

Family interventions are often found effective in working with adults. For the team assignment in Unit 6, you will develop an intervention plan for a family. You will work with at least one peer for this assignment. (You can have 2–4 people per team.)

The Stevens Family Case Study document (given in the resources) offers details of the Stevens family. Imagine you are going to be presenting best practice family interventions for the Stevens family to the agency you work for. Your team can choose one of the family members to focus on as the primary client within the family system and then develop a plan for a family intervention based on your client system. For this assignment, your team will develop a PowerPoint presentation that will provide evidence-based practices for engagement, assessment, interventions, and evaluations, based on your diagnosis for the selected individual. Your team will then make your presentation during a webinar in Unit 7.

This second webinar is an opportunity for you and your team members to ask any questions you might have before digging in to the actual content. For your convenience, you may download the [Webinar 2 PowerPoint presentation](#) your instructor will use for this webinar.

See the Unit 1 study 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

Stevens Family Case Study

[Using Adobe Connect](#)

DisabilityServices@Capella.edu

u02d1 - Culturally Competent Biopsychosocial Assessments

The unit readings discussed cultural competence within the biopsychosocial assessment process. Reflect upon the concept of cultural disparities within the mental health system and as a social worker, how you will address these disparities.

For this discussion, choose a cultural group that you have experience in working with or want to work with.

In your post:

- Identify the chosen cultural group.
- Discuss any cultural disparities that this group may experience. Include a specific example of this disparity.
- State any cultural norms or values this group may identify in relation to mental health care. Provide details of related research.
- Explore any considerations you may integrate within the biopsychosocial process and justify why that may be a consideration during the assessment process.

Response Guidelines

Respond to a minimum of one peer. In your response, you could include additional examples of cultural disparities, cultural norms, or considerations during the assessment process for this cultural group.

Graduate Discussion Participation Scoring Guide

Unit 3 >> Depression and Bipolar Disorder

Introduction

Depression is the leading cause for disability within the United States. Advanced generalist social workers will work with people of all ages who need assessment and interventions to address this widespread disorder.

This unit will also explore bipolar disorder. There are four types of bipolar disorders, including bipolar I disorder (the most severe on the spectrum and often requires hospitalization with a manic episode that lasts 7 days or more), bipolar II disorder that includes patterns of depression and hypomanic episode but not a full-blown manic episode, cyclothymic disorder that includes periods of mania and depression that lasts at years, and the last category is other specified and unspecified bipolar-related disorders.

The ability to assess, diagnosis, and treat individuals with either depression or on the bipolar spectrum is a critical responsibility for social workers. This unit will discuss how to assess and treat individuals with these disorders.

Learning Activities

u03s1 - Studies

Readings

Use your *Clinical Social Work Practice in Behavioral Mental Health* text to read Chapter 8, "Evidence-Based Practice With Depressed Clients," pages 163–192.

Use your *Mental Health in Social Work* text to complete the following:

- Read Chapter 6, "Bipolar and Related Disorders," pages 68–84.
- Read Chapter 7, "Depressive Disorders," pages 85–99.
- Choose **one of the four** case studies to focus on this unit's discussion:
 - Ms. Daniels and Gregory Jackson from Chapter 6.
 - Indira and Mrs. Elizabeth Cuthbert from Chapter 7.

u03d1 - Depression and Bipolar Case Study

For this discussion, choose one of the following cases from your *Mental Health in Social Work* text:

- From Chapter 6:
 - Ms. Daniels.
 - Gregory Jackson.
- From Chapter 7:
 - Indira.
 - Mrs. Elizabeth Cuthbert.

After reviewing the case, go to the Additional Case Workbook provided and complete the following:

- Make a *DSM-5* diagnosis and provide a rationale for the diagnosis. Include specific *DSM-5* criteria.
- Complete Table A.1 and Table A.2 and provide a summary of the tables in your post.
- Formulate the following, given your risk and protective factors assessment, your knowledge of the disorder, and evidence-based guidelines:
 - At least one goal.

- A therapeutic intervention plan. Be sure to include at a minimum the counseling model, any medication, length of treatment, and mode of treatment (individual, family, or group, and why). The intervention plan must be evidence based and include at least one reference.

Response Guidelines

Respond to a minimum of one peer. In your response, you could include additional interventions, questions about the assessment or diagnosis, or examples of how to apply this intervention.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 4 >> Eating Disorders

Introduction

Eating disorders are often underdiagnosed and undertreated. Diagnosing these often hidden disorders is difficult, but vital to the emotional and physical well-being of the individuals suffering with them. Sadly, most individuals do not receive assistance until physical damage has been done. In addition, popular media creates a significant challenge in treating this disorder as society pressures people to look a certain way. There are even websites discussing how to maintain an eating disorder. This unit will explore how to assess, diagnose, and treat individuals coping with the spectrum of eating disorders.

Learning Activities

u04s1 - Studies

Readings

Use your *Mental Health in Social Work* text to complete the following:

- Read Chapter 9, "Eating Disorders," pages 115–129.
- Choose the case study of *either* Kelly or Tina from Chapter 9 to focus on this unit's discussion.

u04a1 - Biopsychosocialspiritual Assessment - Part 1

This is the first assignment for your course project. In this assignment, you will conduct a biopsychosocialspiritual assessment on an adult client. This client can be a previous client, a client from your field placement, volunteer placement, or place of employment, or if needed a fictional individual. For purposes of confidentiality, please change the name of the client you identify.

This assessment will be conducted in two parts. In this assignment, you will complete Sections 1–IV of the Biopsychosocialspiritual Assessment Form (link given in the resources). The assessment should be comprehensive, detailed, and evidence based. Any reader should be able to pick up this assessment with no additional information and have a solid understanding of this individual.

- I. Identifying Information
- II. Presenting Problem
- III. Background History
- IV. Assessment

You should write the biopsychosocialspiritual assessment and intervention plan as though they will be presented to a court or interdisciplinary team. That is, you should write them in a professional format, rather than as a course paper.

Be sure to review the Biopsychosocialspiritual Assessment: Part 1 Scoring Guide, which is based on the content of the Biopsychosocialspiritual Assessment Form you will be following to understand the requirements and grading criteria for this assignment.

Additional Requirements

Your assignment is expected to meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA format:** Resources and citations are formatted according to current APA style and formatting standards.
- **Resources:** Resources are optional. All literature cited should be current, with publication dates within the past 5 years.
- **Length of paper:** Completed Sections I, II, III, and IV of the Biopsychosocialspiritual Assessment Form.
- **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

[APA Style and Format](#)

[Social Work Masters Library Research Guide](#)

[Writing Feedback Tool](#)

Biopsychosocialspiritual Assessment Form [DOCX]

u04d1 - Eating Disorder Case Study

For this discussion, choose the case study of either Kelly or Tina from Chapter 9 of your *Mental Health in Social Work* text.

After reviewing the case, go to the Additional Case Workbook provided and complete the following:

- Make a *DSM-5* diagnosis and provide a rationale for the diagnosis. Include specific *DSM-5* criteria.
- Complete Table A.1 and Table A.2 and provide a summary of the tables in your post.
- Formulate the following, given your risk and protective factors assessment, your knowledge of the disorder, and evidence-based guidelines:
 - At least one goal.
 - A therapeutic intervention plan. Be sure to include at a minimum the counseling model, any medication, length of treatment, mode of treatment (individual, family, or group, and why). The intervention plan must be evidence based and include at least one reference.

Response Guidelines

Respond to a minimum of one peer. In your response, you could include additional interventions, questions about the assessment or diagnosis, or examples of how to apply this intervention.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 5 >> Anxiety and Personality Disorders

Introduction

Anxiety often presents as a physical reaction to a thought, feeling, or behavior that can create a wide spectrum of ailments, creating minor to debilitating symptoms. Next to depression, anxiety is a common adult disability. There are a variety of anxiety disorders. The most common include generalized anxiety disorder, panic disorder, social anxiety disorder, and post-traumatic stress disorder (PTSD). This unit will explore how to assess, diagnose, and treat individuals suffering with anxiety disorder.

This unit will also discuss personality disorders. Personality disorders are defined as enduring behaviors or thoughts that are rigid, are stable through time, typically start during adolescence or young adulthood, and create impairment in social functioning. Personality disorders are often genetically linked and it is estimated that 9.1 percent of the population has a personality disorder (Cochran & Walsh, 2015). Throughout this unit, you will engage in discussions surrounding the assessment, diagnosis, and interventions for individuals with personality disorders.

Reference

Cocoran, J., & Walsh, J. M. (2015). *Mental health in social work: A casebook on diagnosis and strengths based assessment* (2nd ed.). Upper Saddle River, NJ: Pearson.

Learning Activities

u05s1 - Studies

Readings

Use your *Clinical Social Work Practice in Behavioral Mental Health* text to read Chapter 9, "Evidence-Based Practice for Clients With Anxiety Disorders," pages 197–221.

Use your *Mental Health in Social Work* text to complete the following:

- Read Chapter 8, "The Anxiety, Obsessive-Compulsive, and Trauma and Stressor-Related Disorders," pages 102–113.
- Read Chapter 13, "Borderline Personality Disorders," pages 175–190.
- Choose *one of the four* case studies to focus on this unit's discussion:
 - Tracy Lo and Jay from Chapter 8.
 - Marcy and Erica from Chapter 13.

u05d1 - Anxiety and Personality Disorders Case Study

For this discussion, choose one of the following case studies from your *Mental Health in Social Work* text:

- From Chapter 8:
 - Tracy Lo.
 - Jay.
- From Chapter 13:
 - Marcy.
 - Erica.

After reviewing the case, go to the Additional Case Workbook provided and complete the following:

- Make a *DSM-5* diagnosis and provide a rationale for the diagnosis. Include specific *DSM-5* criteria.
- Complete Table A.1 and Table A.2 and provide a summary of the tables in your post.
- Formulate the following, given your risk and protective factors assessment, your knowledge of the disorder, and evidence-based guidelines:
 - At least one goal.
 - A therapeutic intervention plan. Be sure to include at a minimum the counseling model, any medication, length of treatment, mode of treatment (individual, family, or group, and why). The intervention plan must be evidence based and include at least one reference.

Response Guidelines

Respond to a minimum of one peer. In your response, you could include additional interventions, questions about the assessment or diagnosis, or examples of how to apply this intervention.

Course Resources

Unit 6 >> Serious Mental Illness: Schizophrenia and Psychotic Disorders

Introduction

Schizophrenia is a disorder that includes at least two of the following symptoms that occur for at least a month:

- Delusions.
- Hallucinations.
- Disorganized speech.
- Disorganized or catatonic behavior.

The onset of this disorder can be through a physical symptom, a psychological event, or a social event. It is typically diagnosed in young adulthood. This is a disorder that provides a challenge to cultural competence as research consistently demonstrates that African-Americans are over-diagnosed with this disorder. This unit will discover the assessment, diagnosis process, and potential interventions for this disorder.

Learning Activities

u06s1 - Studies

Readings

Use your *Clinical Social Work Practice in Behavioral Mental Health* text to complete the following:

- Read Chapter 10, "A Framework for Intervention With Persons With Serious Mental Illness," pages 225–245.
- Read Chapter 11, "Evidence-Based and Best Practices With Adults With Severe Mental Illness in a Community Context," pages 246–282.

Use your *Mental Health in Social Work* text to complete the following:

- Read Chapter 5, "Schizophrenia," pages 52–67.
- Choose the case study of *either* Donald or Emma from Chapter 5 to focus on this unit's discussion.

u06a1 - Family Intervention

In Unit 2, you formed teams for this assignment and discussed that for this team assignment, you would be developing an intervention plan for a family.

The Stevens Family Case Study document (given in the resources) offers details of the Stevens family. For this assignment, imagine you are going to be presenting best practice family interventions for the Stevens family to the agency you work for. Your team will focus on one of the family members as the primary client within the family system and then develop a plan for a family intervention based on your client system. Your team will also develop a PowerPoint presentation that will provide evidence-based practices for engagement, assessment, interventions, and evaluations, based on your diagnosis for the selected individual. Later, in a webinar in Unit 7, your team will actually deliver the presentation.

In your presentation:

- Identify the family member you have chosen as your client and include that individual's behavior or mental health disorder, including the DSM-5 diagnosis criteria.
- Discuss theories of human behavior and the social environment in advanced generalist practice that the research demonstrates as best practices in working with families with a focus on your chosen client.
- Discuss any dimensions of diversity that would be addressed in your work with the family, including the influence of relationships, intervention techniques, and technologies.
- Apply theoretical frameworks and best practice interventions that you would apply to this family system.
- Describe any ethical issues that social workers need to be aware of while working with family systems. Include references.
- Develop a well-formulated and concise family treatment plan that includes how you will:
 - Apply leadership, technology, critical thinking, and interpersonal skills to actively engage in advanced generalist practice with families.
 - Discuss the assessment process, including any assessment instruments that would be used and how you would assess and analyze capacities, strengths, and needs of the families, groups, organizations, and communities.
 - Summarize what evidence-based interventions you could apply to this family system.

- Explain how you would evaluate the family intervention.

Be sure to communicate in a manner that is scholarly, professional, and consistent with expectations for members of the social work profession.

Additional Requirements

Your assignment 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 current APA style and formatting standards.
- **References:** A minimum of five scholarly sources. All literature cited should be current, with publication dates within the past 5 years.
- **Length of presentation:** 10–12 slides, including notes and a reference slide.
- **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](#)

[Writing Feedback Tool](#)

Stevens Family Case Study

[APA Style and Format](#)

u06d1 - Schizophrenia

For this discussion, choose the case study of either Donald or Emma from Chapter 5 of your *Mental Health in Social Work* text.

After reviewing the case, go to the Additional Case Workbook provided and complete the following:

- Make a *DSM-5* diagnosis and provide a rationale for the diagnosis. Include specific *DSM-5* criteria.
- Complete Table A.1 and Table A.2 and provide a summary of the tables in your post.
- Formulate the following, given your risk and protective factors assessment, your knowledge of the disorder, and evidence-based guidelines:
 - At least one goal.
 - A therapeutic intervention plan. Be sure to include at a minimum the counseling model, any medication, length of treatment, mode of treatment (individual, family, or group, and why). The intervention plan must be evidence based and include at least one reference.

Response Guidelines

Respond to a minimum of one peer. In your response, you could include additional interventions, questions about the assessment or diagnosis, or examples of how to apply this intervention.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 7 >> Substance Abuse and Dual Diagnosis

Introduction

The social norms and diagnosis criteria for alcohol and drug abuse shift depending on the current culture. For example, consider the legalization of marijuana in multiple states over the past several years. In addition, there continues to be discussion within the substance abuse field on how to define dependence versus abuse and how to accurately diagnose individuals along this spectrum.

Individuals with substance abuse or dependence often have co-occurring or dual diagnosis with another psychiatric disorder. For example, individuals with alcohol dependence may often demonstrate depression as well. The unit readings will explore the fact that diagnosis process is complicated as there are no assessment measures for co-occurring disorders.

Learning Activities

u07s1 - Studies

Readings

Use your *Clinical Social Work Practice in Behavioral Mental Health* text to complete the following:

- Read Chapter 13, "Clinical Practice With Persons With Co-occurring Substance Use and Serious Mental Illness," pages 314–334.
- Choose one of the case studies in the text, which is relevant to co-occurring substance use and serious mental illness, to focus on this unit's discussion.

Use your *Mental Health in Social Work* text to read Chapter 11, "Substance-Related and Addictive Disorders," pages 142–158.

Use the Capella University Library to review the subsection "Substance-Related and Addictive Disorders" in Section II, "Diagnostic Criteria and Codes," of the [DSM-5](#).

u07s2 - Webinar 3 - Team Work Presentation

During this third webinar, each team will present their assignment from Unit 6. The order of presentations will be determined by your instructor.

You do not require a webcam for this presentation.

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](#)

DisabilityServices@Capella.edu

u07d1 - Dual Diagnosis

For this discussion, choose one of the case studies in your *Clinical Social Work Practice in Behavioral Mental Health* text which is relevant to co-occurring substance use and serious mental illness.

After reviewing the case, complete the following:

- Develop a dual-diagnosis and rationale for the *DSM-5* diagnosis. Include specific *DSM-5* criteria.
- Discuss an intervention model you would use for this individual and provide research on why this is the most effective model to use.
- Share any potential ethical concerns that may arise while treating this individual (that is, harm reduction, use of medication with addictions, which disorder do you treat first, et cetera).

Response Guidelines

Respond to a minimum of one peer. In your response, you could include additional interventions, questions about the assessment or diagnosis, or examples of how to apply this intervention.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 8 >> Gerontology, Neurocognitive Disorders, and Elder Abuse

Introduction

With our growing elderly population and individuals living longer, there is an increasing need for social workers to work with older adults. There is a broad spectrum of neurocognitive disorders that impact our aging population. Understanding how to assess, diagnosis, and intervene with this population is an important role within the social work profession.

In addition, this unit will discuss the role of social workers in protecting the vulnerable aging population from neglect and abuse. The CDC reports 1 in 10 older adults reported emotional, physical, or sexual abuse or potential neglect in the past year (2016). This is an opportunity for social workers to advocate and intervene on an individual and macro-level systems basis.

Reference

Centers for Disease Control and Prevention. (2016). Understanding elder abuse. Retrieved from <http://www.cdc.gov/violenceprevention/pdf/em-factsheet-a.pdf>

Learning Activities

u08s1 - Studies

Readings

Use your *Mental Health in Social Work* text to complete the following:

- Read Chapter 12, "Alzheimer's Disease," pages 159–173.
- Choose the case study of *either* Paul or Mr. Graham from Chapter 12 to focus on this unit's discussion.

Use the Capella library to read the following:

- Lachs, M. S., & Pillemer, K. A. (2015). Elder abuse. *The New England Journal of Medicine*, 373(20), 1947-1956.
- DeLiema, M., Navarro, A., Enguidanos, S., & Wilber, K. (2015). Voices from the frontlines: Examining elder abuse from multiple professional perspectives. *Health & Social Work*, 40(2), e15–e24. doi:10.1093/hsw/hlv012
- Review the subsection "Neurocognitive Disorders" from Section II, "Diagnostic Criteria and Codes," of the *DSM-5*.

u08d1 - Elder Abuse and Neglect

For this discussion, choose the case study of either Paul or Mr. Graham from Chapter 12 of your *Mental Health in Social Work* text.

After reviewing the case, complete the following:

- Make a *DSM-5* diagnosis and provide a rationale for the diagnosis. Include specific *DSM-5* criteria.
- Identify any potential abuse or neglect issues, and if they are evident, the steps you would take to address those issues.
- Discuss biological risk, psychological risk, or any social risk for the individual or family.

- Provide a brief intervention plan that includes, but not limited to, goals, psychosocial interventions, nutritional interventions, medications, and caregiver support.

Response Guidelines

Respond to a minimum of one peer. In your response, you could include additional interventions, questions about the assessment or diagnosis, or examples of how to apply this intervention.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 9 >>> Sexual Dysfunctions and Paraphilic Disorders

Introduction

Sexual dysfunctions are among the least discussed but most prevalent adult disorders. These disorders can be caused by physical or psychological issues but almost always result in psychological distress. Social workers need to be comfortable discussing these common issues that impact individuals and mezzo-based systems to be effective in assessment, diagnosis, and treatment. This is also an area that often requires collaborative work to address the physical aspects of sexual dysfunctions. This unit will explore the assessment, diagnosis, and treatment of the wide spectrum of sexual disorders and paraphilic disorders.

Learning Activities

u09s1 - Studies

Readings

Use the Capella library to read the following article:

- O'Driscoll, C., & Flanagan, E. (2016). Sexual problems and post-traumatic stress disorder following sexual trauma: A meta-analytic review. *Psychology and Psychotherapy: Theory, Research and Practice*, 89(3), 351-367.

Review the following subsections from Section II, "Diagnostic Criteria and Codes," of the DSM-5:

- "Sexual Dysfunctions."
- "Paraphilic Disorders."

You will choose one of these subsections for the discussion in this unit.

u09d1 - Sexual Dysfunctions

Sexuality is a part of the ecosystem lens in working with individuals and couples. As social workers, it is important to feel comfortable in discussing and understanding disorders that people may be experiencing to effectively assess and provide appropriate interventions within this arena.

For this discussion, choose one of the following areas:

- Sexual dysfunctions: These are defined in the *DSM-5* as delayed ejaculation, erectile disorder, female orgasmic disorder, female sexual interest/arousal disorder, genito-pelvic pain/penetration disorder, male hypoactive sexual desire disorder, premature (early) ejaculation, substance/medication-induced sexual dysfunction, other specified sexual dysfunction, and unspecified sexual dysfunction.
- Paraphilic disorders: These include voyeuristic, exhibitionistic, frotteuristic, sexual masochism, sexual sadism, pedophilic, fetishistic, and transvestic disorders.

In your post, complete the following for the area you chose:

- Identify the chosen disorder and its *DSM-5* diagnostic criteria.
- Locate and summarize at least one article that discusses an evidence-based intervention for this disorder. Include the reference for this article.
- Provide a brief case example of this disorder and how you would clearly apply the intervention you selected to this case.

Response Guidelines

Respond to a minimum of one peer. In your response, you could include additional interventions, questions about the assessment or diagnosis, or examples of how to apply this intervention.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 10 >> Trauma-Informed Care

Introduction

Many adults experience trauma, and social workers need to be armed with tools to address the psychological implications of this trauma. Examples of adults experiencing trauma may include people who have experienced war, domestic violence, assault, chronic illness, complicated grief, or community and natural disasters. This unit will explore the multiple forms of trauma and best practice interventions to tackle these challenging areas.

Learning Activities

u10s1 - Studies

Readings

Use the Capella library to read the following:

- Kelly, U., Boyd, M. A., Valente, S. M., & Czekanski, E. (2014). Trauma-informed care: Keeping mental health settings safe for veterans. *Issues in Mental Health Nursing*, 35(6), 413–419.
- O'Connor, M. (2017). Dowry-related domestic violence and complex posttraumatic stress disorder: a case report. *Australasian Psychiatry*, 25(4), 351–353.
- Jubb, H. (2017). The effectiveness of self-soothing techniques for people with PTSD in secure units. *Mental Health Practice (2014+)*, 20(5), 28.

FMG Video

View segment 12 of the following video:

- Carlton International Media (Producer), 2006. Post-Traumatic Stress Disorder [Video]. Films On Demand.
 - This short clip is on the trauma induced by a gunshot wound.

u10a1 - Biopsychosocialspiritual Assessment - Part 2

This is the second assignment for your course project. In this assignment, you will first revise your work from the Unit 8 assignment, based on the instructor feedback. Then, you will complete Sections V–VII of the Biopsychosocialspiritual Assessment Form. Finally, you will compile both to create one polished and completed assessment form.

- V. Diagnosis.
- VI. Intervention.
- VII. Evaluation.

Be sure to review the Biopsychosocialspiritual Assessment: Part 2 Scoring Guide, which is based on the content of the Biopsychosocialspiritual Assessment Form you will be following to understand the requirements and grading criteria for this assignment.

Additional Requirements

Your assignment is expected to meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA format:** Resources and citations are formatted according to current APA style and formatting standards.
- **Resources:** Resources are optional. All literature cited should be current, with publication dates within the past 5 years.
- **Length of paper:** 7–9 pages typed, double-spaced pages, including your revised Sections I–IV and completed Sections V–VII.
- **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

[APA Style and Format](#)

[Social Work Masters Library Research Guide](#)

[Writing Feedback Tool](#)

Biopsychosocialspiritual Assessment Form [DOCX]

u10d1 - Trauma

For this discussion, consider the multiple forms of trauma that an adult may encounter. Some examples of adults experiencing trauma may include people who have experienced war, domestic violence, assault, chronic illness, complicated grief, or community and natural disasters. Which area are you most concerned with?

In your post:

- Identify the form of trauma you are most interested in. Explain why.
- Locate and summarize at least one article that discusses trauma-informed care for this form of trauma. Provide the reference for this article.
- Provide a brief case example of this form of trauma and how you would clearly apply the intervention you selected to this case.
- Discuss, as a social worker, how you will address secondary trauma.

Response Guidelines

Respond to a minimum of one peer. In your response, you could include additional interventions, questions about the assessment or diagnosis, or examples of how to apply this intervention.

Course Resources

Graduate Discussion Participation Scoring Guide