Practice for Behavioral Health

SW2990 ███

Course Information

Practice for Behavioral Health

SW 2990-███

Fall 2024

Course Section Information

Meeting Days: ███████

Meeting Times: ████████

Classroom: █████

Campus: ███████

Meeting Dates: 8/20/2024 -12/5/2024

Course Prerequisites/Co-requisites

Students must complete the following prerequisite courses prior to registering for this course:

- SW1010-Social Work and Social Welfare

- SW2100-Human Behavior in Social Environment
- SW 2750-Ethics and the Social Work Professional

* Please Note: Prerequisites for this course may removed for students completing the SLCC SUDC or SLCC SSW.

Course Description

This course introduces practice in behavioral health using the Planned Change Model. Students will learn effective communication, building client rapport and relationships, case documentation, crisis assessment, mandatory reporting, case management, care coordination, how to avoid compassion fatigue. Direct practice skills include screening, assessment, intervention, evaluation, and termination.

Course Note

This course fulfills the Social Work Practice Methods course requirement for the Social Service Worker (SSW) license, as well as the Practice Skills and Methods course requirements for the Behavioral Health Technician (BHT) Training Certification of Proficiency with Salt Lake Community College (SLCC).

Methods of Instruction

This course will utilize several teaching modalities to assist with student learning.

1. Lecture and Class Discussion
2. Written Course Materials (written PowerPoint and lecture notes)
3. Module Activities (case studies, student presentations and recorded demonstrations)
4. Multimedia (audio-visual) Presentation (music, film, professional demonstrations)

Evaluation

1. In-class Activities
2. Module Quizzes and Examinations
3. Individual and Group Assignments

Textbooks, Readings, and Course Materials
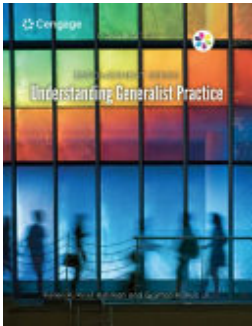
Authors: Karen K. Kirst-Ashman, Grafton H. Hull, Jr.
Publication Date: 2016-12-05
Title: Empowerment Series: Understanding Generalist Practice
ISBN: 9781305966864
Publisher: Cengage Learning

For more information on textbook accessibility, contact Accessibility & Disability Services at
ads@slcc.edu.

Course Student Learning Outcomes

- Describe the NASW Code of Ethics and professional standards in the various roles in social work generalist practice including advocate, broker, case manager, facilitator, and mediator.

- Apply the Planned Change Model practice skills with diverse client systems utilizing the person-in-environment (ecological) and biopsychosocial-spiritual frameworks.

- Employ culturally competent and gender-sensitive interviewing techniques as part of the client intake assessment, intervention planning, behavioral intervention, and termination stages of behavioral health practice.

- Explain the role of case managers in whole health service coordination and continuity of client care.

- Demonstrate the use of common advocacy and brokering strategies and tactics when working with vulnerable populations including children, those with disabilities, and the elderly.

- Engage generalist documentation and client record keeping requirements from diverse clinical settings, evaluating for correctness of reporting, completeness, and use of clinical writing style and formatting.

- Demonstrate the role, methods, and function of case management, case documentation, safety planning and crisis intervention, mandatory reporting, and behavioral interventions in behavioral health services.
- Apply the attributes and core [tenants] of an evidence-informed approach to social work advocacy and practice with individuals and families.

Communication Plan

I will respond to email within two business days (48 hours) of receipt. I will offer feedback on major assignments within 7 days of the submission due date. The best way to contact me is via the Canvas Inbox, and prioritize this over email and other modes of communication.

- In this course I will be posting interactive announcements which will offer specific opportunities for class questions and extra credit every other week.
- Additionally, I will be participating in the discussion forums with you to share my perspective within the discipline and to offer some nuances of interpretation that may not be present in your textbook.

How to Succeed in the Course

Instructors Note

Students will come to experience that the professional realm is small. Everything you do in the classroom is in similitude of the professional realm. Act with integrity as students may engage with Instructors professionally.

Instructor recommended strategies for achieving success in a college course include, actively attending class, engaging with the material, completing assignments on time, seeking help when needed, studying effectively, and maintaining open communication with the instructor; essentially emphasizing the importance of consistent participation, thorough understanding of course concepts, and proactive time management to achieve a positive grade.

Coursework & Assignment Descriptions

Course Assignment Descriptions

Attendance: Because this course meets the practice core requirements for the Behavioral Health Technician Training Certificate, and the Social Service Worker (SSW) Practice Methods requirement, students are expected to attend class each Tuesday and actively engage with online course activities and assignments. Instructor will take attendance at the beginning or each class. Students are permitted four (4) absences throughout the duration of the semester without penalty. Each absence after four (4) will result in a 2 percent (2%) deduction to students' overall grade. Students should discuss extenuating circumstances with Instructor. If an extenuating circumstance occurs, students must notify instructor via Canvas message and will be able to attend class virtually using Zoom, which will count as being present.

Module Quizzes: Students will complete seven (7) module quizzes which will be completed in Canvas and are due Saturday by 11:59pm. Quizzes are comprised of ten (10) questions and are open-book and open note and will include multiple choice, true-false, and fill-in-the-blank items covering material from the textbook readings. Students will have thirty (30) minutes to complete the quiz. Quizzes are intended to help assess understanding of general social work practice and prepare students for direct practice in the field of behavioral health. Each quiz is worth ten (10) points. Reference Canvas for details.

Professional Trainings (online): Students will complete two online professional trainings offered by community organizations. These trainings are meant to introduce students to the complexities associated with assessing and care planning with vulnerable populations and may be listed on your resume under the professional training section. Reference Canvas for details.

1. **Domestic Violence I & II:** This is a professional training offered through the Utah Domestic Violence Coalition. This two-hour training introduces students to the warning signs, statistics, and case management aspects of working with domestic violence. Students will view a one-hour asynchronous training video for each training (I & II) and then complete a quiz for each training. A certificate of completion will be provided upon successful completion of each quiz.

2. **Mandated Reporter Training:** This is a professional training for social workers working in the state of Utah. This is a three-hour, two-part training (children, adults) that introduces students to the core tenets and requirements for reporting abuse and neglect for both children and adults. Students will view two one and a half-hour asynchronous training videos for each training (children & adults) and then complete a quiz for each training. A certificate of completion will be provided upon successful completion of each quiz.

Group In-class Experiential Activity: Groups will have an opportunity to facilitate two brief 10-minute experiential activities at the beginning of the class period, over the course of the semester. The goal of these activities is to help students gain experience with preparing and facilitating an experiential activity (e.g., guided imagery) in a clinical setting. These skills are often used to begin group psychoeducational sessions. Groups have the autonomy to choose an activity of their choice, so long as that skill or activity has not been previously facilitated. Activities must be approved by the instructor prior to class to ensure that they are appropriate for the classroom environment. Groups should be creative and explore the many clinical resources online. Diversity in medium is also encouraged, such as the use of sensory stimulation (tactile, sound, taste, etc.). Reference Canvas for details.

Client Care Plan: Using the Planned Change Model discussed in lecture and outlined in lecture PowerPoint, students will complete an introductory written assessment based on an elderly client provided under the assignment page. Each group will complete this assignment from the position of a case worker, who was referred to this case to review the protective & risk-factors (Transactional Framework) facing the elderly client. Based on the transactional framework, groups will then create a five-page clinically formatted and written client care plan including necessary interventions to address client need, and additionally make recommendations for coordination of services with community partners. Reference Canvas for details.

Group C-SSRS Demonstration & Debriefing: Groups will record a suicide screening assessment demonstration using the Columbia-Suicide Severity Rating Scale (C-SSRS) screening tool and subsequently upload the recorded demonstration to the assignment discussion board. One group member will play the role of the client and the other group members will play a team of social workers conducting the suicide screening. Group members will equally divide and administer the C-SSRS during the demonstration. Following the demonstration, groups will then debrief what was observed including non-

verbal's, implications of the client assessment, and the next step to ensure the safety of the client (plan for safety, hospitalization, further evaluation, etc.). Lastly, students will individually respond to 3 other groups demonstrations and provide constructive, well detailed, and specific feedback. Reference Canvas for details.

Film Review and Biopsychosocial Assessment: Students will complete one written biopsychosocial assessment based on a client from the film Antwone Fisher (2002). Film has been edited for graphic sexuality, violence, and vulgarities. Films are used in this course as a case study to engage and practice the Planned Change Model. Each film is chosen for the specific content and depiction of the main characters life experiences (emotional, social, physical, psychological and spiritual). Following the film review, students will complete a full written biopsychosocial assessment using the template found in Canvas and create an intervention plan to address three chosen primary challenge areas facing the client. Lastly, students will research and select three community-based resources and needs existing in the clients micro and mezzo systems. Students will use the assessment and intervention plan templates to complete this assignment, which are provided in Canvas. Reference Canvas for details.

Understanding Compassion Fatigue (Discussion Board): Students will listen to the one-hour audio training file titled "Understanding Compassion Fatigue" located under the Compassion Fatigue module in Canvas. This training teaches students how to identify the signs and symptoms of compassion fatigue and burnout when working in the field of behavioral health and provides functional approaches to decrease its impact. This training prepares students for the emotional, mental, and physical impact that working with vulnerable and at-risk populations in difficult circumstances may have on the Behavioral Health worker. After listening to the training, students will make an original post outlining what was learned from the training and discuss thoughts and ideas of how understanding the signs and symptoms of compassion fatigue will help to avoid burnout. Additionally, students will discuss how the content of this training may further their capacity to work in the behavioral health field. Reference Canvas for details.

Group Biopsychosocial Assessment Demonstration and Plan (Final Project): Groups will select a population and presenting problem for which to formulate a fictional client case study (refugee resettlement, adoption, advocacy, substance abuse, domestic violence, etc.), for which this assignment will be based. Groups will then apply the interviewing and assessment skills learned during the semester to complete a live BioPsychoSocial assessment on the formulated fictional client. Class members will

observe the demonstration and evaluate peer groups based on the thoroughness of the live assessment demonstration, specifically evaluating the groups exploration of client reported presenting problems, level of preparedness to conduct a crisis-based screening (e.g., C-SSRS), and the matching of resources and recommendations to address client needs. This assignment will provide students with live role/play practice in engaging a client utilizing the Planned Change Model. Demonstration will provide Instructor and peers an opportunity to observe the various skills and processes discussed during the semester in a live setting and provide demonstrators with live feedback as part of their preparation for direct client engagement. Reference Canvas for details.

Grading Scale

Final Grade Distribution

Grade:	A	A-	B+	B	B-	C+
Percent:	≥ 94%	≥ 90%	≥ 87%	≥ 84%	≥ 80%	≥ 77%

Grade:	C	C-	D+	D	D-	E
Percent:	≥ 74%	≥ 70%	≥ 67%	≥ 64%	≥ 60%	< 60%

Course Grading Policies

Course Assignments	Weight
Attendance, Participation, Class Activities, Other Coursework	20%
Textbook Chapter Quizzes (7)	15%
Professional Trainings (2)	10%
Group In-class Experiential Activity	5%
Client Care Plan	5%
Group C-SSRS Demonstration & Debriefing	10%
Understanding Compassion Fatigue	5%
Group Film Assessment & Intervention Plan	10%

Peer Evaluation of Group Participation	5%
Group Biopsychosocial Assessment Demonstration & Plan	15%
Total	**100%**

Grading Turnaround Time: Instructor works hard to ensure that assignments are graded within 7 business days after the assignment submission due date.

Late Assignments: Assignments over seven days late may not be accepted by Instructor unless there was prior discussion and agreement with the instructor and proper documentation to support your late submission.

Please Note: Your success is our success! Given that I truly don't want anyone to have a "0" on an assignment. If you missed an assignment, please reach out to me so I can support you in still submitting the assignment and earning some points for the assignment.

Late submissions will be accepted up to one week post due date; however, for each day late a deduction of the total grade may result according to the chart below:

Days Late	**Daily Deduction (% of total points)**
1st day:	5%
2nd day:	10%
3rd day:	15%
4th day:	20%
5th day:	25%
6th day:	30%
7th day:	30%

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points

Due Date	Assignment Name	Assignment Type	Points
	Introduce Yourself	Discussion	0
	Roll Call Attendance	Assignment	100
8/24	(Post by 8/21) Recorded Student Intro	Discussion	5
9/7	Module 1 (Ch. 1&2) Quiz	Quiz	10
9/7	Mandatory Reporter Training	Assignment	100
9/21	Module 2 (Ch. 5) Quiz	Quiz	10
9/21	(Group Activity) GIM Case Study	Assignment	10
9/21	UDVC Domestic Violence 1 & 2 Certificate Training	Assignment	30
10/5	Module 3 (Ch. 7) Quiz	Quiz	10
10/5	(Individual): Personal Ecomap/Culturagram/Genogram	Assignment	100
10/26	Module 4 Quiz: Chapter 6 & 15	Quiz	10
10/26	(Group Activity) Agency Client Care Plan	Assignment	100
10/26	Evaluation of Group Member Participation (part I)	Assignment	50

Due Date	Assignment Name	Assignment Type	Points
10/27	[(Post by 10/24) Group Columbia-Suicide Severity Rating Scale (C-SSRS) Demonstration](#)	Discussion	100
11/9	[Module 5 Quiz: Chapter 12](#)	Quiz	10
11/9	[(Group Activity) Film Review & Assessment: Antwone Fisher (2002)](#)	Assignment	100
11/23	[Module 6 Quiz: Chapter 9 & 10](#)	Quiz	10
12/5	[(Post by 12/3) Understanding Compassion Fatigue](#)	Discussion	20
12/5	[Module 7 Quiz: Chapter 8](#)	Quiz	10
12/5	[(Group Activity) Facilitate In-class Experiential Activity](#)	Assignment	100
12/5	[Peer Evaluation of Group Participation (part II)](#)	Assignment	50
12/7	[EXTRA CREDIT: Course Evaluation](#)	Assignment	10
12/7	[EXTRA CREDIT: Wilma and Suelen - Provo City Police Victim Advocates](#)	Assignment	10

Course Content Warnings/Trigger Warnings

Please be advised that this course may include discussions, readings, and other content that some students might find distressing or triggering. Specifically, the course may cover topics such as:

- Violence or traumatic events

- Sensitive social and political issues

- Discussions of mental health, including depression and anxiety

- Graphic or explicit descriptions and imagery

- Any other specific content relevant to the course

Our aim is to explore these topics thoughtfully and respectfully, understanding their importance in our field of study. However, we recognize that such material can be challenging. If you have concerns about your ability to engage with certain course materials due to past experiences or personal reasons, please feel free to discuss this with me privately. We can explore alternative ways for you to engage with the material while ensuring your educational experience is not compromised.

Your well-being is important, and support services are available through the college's counseling support services should you need them.

Additional Class Policies

Electronic Devices: The use of laptops, cellphones, or other electronic devices are not permitted during class unless an ADA letter of accommodation has been provided. It is distracting and disrespectful to peers to text or instant message, hold side conversations with peers, or be on your computers during class. Electronics must be stored away, or attendance points will be deducted for the day. Homework for other courses is not to be done during our class time. Instructor expects that during class, students are attentive, engaged, taking notes, and fully participating in discussion and class activities. Exception: Electronic devices are used to complete group activities during the semester, wherein, use is permitted when necessary. If you need to use your cell phone to text or call someone, please leave the classroom or wait until after class.

Writing Expectations: It is expected that all assignments will be written on a college level with attention to spelling, grammar, appropriate citations and clear writing. Each product must be written in a 12-point font Times New Roman, double-spaced with one-inch margins on all sides. When applicable each product should follow APA 7 guidelines, when using other sources you need to include in-text citations and a citation in the Reference List. Please see the Student Writing and Reading Center if support is needed http://www.slcc.edu/swc/index.aspx

Personal Disclosure: Disclosure of personal information can often be an important part of the learning process and can lead to valuable personal insight. Any personal information will be held in confidence by students and should not be repeated outside of the course. If events occur of a personal nature that the student feels the instructor should be aware of please email me individually and not through the class discussion process.

Opinions: All opinions are valid, even negative ones or ones different than you own opinions. Although these feelings will differ from person to person, please respect the rights of other class members and disagree in a professional and respectful manner.

Microaggressions: These are comments or actions that subtly, and often unintentionally express attitudes that are prejudicial towards marginalized groups. The key part is they usually happen casually, frequently, and often without any harm intended.

Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, please visit the Institutional Syllabus under the Advising and Counseling Support Services tab: https://slcc.instructure.com/courses/530981/pages/institutional-syllabus. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, please visit the Institutional Syllabus under the Tutoring and Learning Support tab: https://slcc.instructure.com/courses/530981/pages/institutional-syllabus. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

How to Navigate to Canvas

Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

You can access the document by clicking on the following link: https://slcc.instructure.com/courses/530981/pages/institutional-syllabus

Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

SLCC Student Academic Calendar