Course Description: Behavioral, crisis, and psychosocial theories applied to persons with emotional, social, and psychological problems.

Course Objectives: The overall objective of this course is to enable students to deepen and extend their assessment, diagnostic and social work intervention skills in community based clinical practice with individuals. Throughout the course students will have opportunities to understand that community based clinical practice addresses the person-in- environment and includes recognizing a reciprocal relationship between the individual client, his/her community (family, community and society) and the community resources that are utilized to enhance the individual's psychosocial functioning. Drawing from the relationship between macro and micro practice and the review of multiple theoretical perspectives students will examine the importance of helping clients improve the quality of their lives by reducing stress, enhancing individual social functioning and increasing empowerment and other coping skills. The course encourages students to understand, engage and assist individuals suffering from a variety of psychological, physical, familial and environmental stresses. The significance of the treatment phases, shared responsibility in the client-worker relationship and the application of social work ethics and values to clinical practice will be stressed.

Social work clinical practice encompasses a wide range of practice models and intervention techniques. Students will further develop critical thinking skills and apply these to the analysis and selection of current empirically based practice strategies and interventions. Throughout the course, students will be expected to integrate recent research findings as they apply to clinical work with diagnostic groups, populations at risk and models of interventions. The course will examine concepts and models inherent in the Crisis Intervention, Socio-behavioral and Psychosocial frameworks. The application of intervention techniques from Ego Psychology, Cognitive Therapy, and Crisis Intervention will be closely examined. The course aims to help students identify practice models identified as effective interventions in the literature for clients with: depression, personality disorders, traumas, substance abuse and schizophrenia. In addition, the course will reinforce the student's ability to integrate and apply concepts related to use of self, commitment to social justice, ethical practice and professionalism, the strengths perspective and cultural/diversity differences presented by various groups of clients. Special considerations in working with African-Americans, Hispanics, Gays and Lesbians, Women and physically and mentally challenged clients will be included.

Learning Objectives: By the end of the term, students should be able to:
1. Understand the concept of community based clinical practice
2. Understand and apply the strengths perspective to clinical work with individuals
3. Further develop and apply critical thinking skills in identifying and examining effective practice models in the literature.
4. Identify the relationship between macro practice and micro (clinical) practice.
5. Describe clinical social work practice and its core elements.
6. Identify effective clinical interventions for at risk populations and diagnostic groups.
7. Identify the roles of the clinical social worker in working with diverse populations in a variety of agency settings.
8. Demonstrate skills in understanding and applying social work values, ethics, professionalism, and commitment to social justice and diversity issues in clinical practice.
9. Demonstrate skills in integrating knowledge of the impact of diversity (ethnic, racial, class, religious, gender, age, sexual orientation and life style) with psychological, physical, environmental, social and economic stress.
10. Identify, understand and apply empirically based research on clinical interventions and strategies
11. Demonstrate advanced skills in assessment and treatment planning with individuals.
12. Apply therapeutic tools such as timelines, therapeutic contracts, and journals in clinical practice.
13. Demonstrate skills in the use of interventions from the Crisis Intervention, Socio-behavioral and PsychoSocial frameworks to reduce social stress, enhance social functioning and empowerment skills with individual clients.
14. Evaluate the accomplishment of goals in clinical work using evaluation methods learned in the core curriculum.
15. Identify issues related to use of self in clinical work with individuals.
16. Identify how social and economic justice issues impact on the individual.

Course Outline and Teaching Methods:

Outline:
1. Understanding the importance of clinical research in the selection of effective practice models.
2. Understanding the individual client within the context of the relationship between macro practice and micro practice.
3. Social work values and their application to clinical work with individuals.
4. Overview of the helping process.
5. Using various intervention models (psychoanalytic, crisis intervention, problem solving, sociobehavioral, cognitive, ego psychology, task centered social work).
6. Interviewing skills and considerations applied to different types of clients.
7. The use of culture and diversity in clinical practice.
8. Considerations for clinical practice with children and adolescents.
9. The social workers' "use of self" in clinical work with diverse clients.
10. Termination and evaluation issues in clinical practice.

Teaching Methods:  The objectives of this course will be achieved through a variety of methods:
1. The instructor will provide didactic content through lectures.
2. Students will add to class discussions by informally presenting case materials from their field internships.
3. Role-plays, videotapes and guest lecturers will be used where appropriate.


Supplemental Course Pac:  The course pac contains power point presentations and useful study guides.

Classroom Policies

- Attendance, Punctuality, and Group Participation
  Since most of the learning experiences in this class are interactive and participatory, attendance is mandatory. Attendance will be taken each class randomly either in the beginning, middle or
end of class. It is imperative that you be on time for all classes. Tardiness is disruptive to the learning environment. A tardy arrival will count as one-half absence (no exceptions). It is your responsibility to see that the instructor changes an absence to a tardy point. In the event of an absence or tardiness, it is your responsibility to contact a classmate to obtain lecture notes and, handouts. There will be NO EXCUSED absences (extra credit will be available).

Your success in this course will depend to a large extent on the interest, willingness and enthusiasm that you and your classmates bring to the experience. You are expected to be an active participant in group activities and class discussions. You are responsible for all information presented in class. You will receive 1-5 points for your attendance and participation in activities pr/class. If you are late or leave early or have poor participation, you will have -3 points for attendance/participation (no exceptions).

- **Withdrawals and Excessive Absences.** Please be aware that faculty has the right to withdraw a student for “no shows” or excessive absences. A student who is absent from class ten percent of the scheduled class time is subject to be withdrawn without warning by the instructor. If you withdraw or are withdrawn by the instructor for excessive absences or other reasons, on or before the withdrawal deadline, you will receive a W (Withdrawal). If you have excessive absences after the withdrawal deadline, you will receive an F as your final grade.

- **Late Assignments & Make-up Exams.** All assignments are due at the beginning of class; no assignments will be accepted via email. **THERE WILL BE NO LATE ASSIGNMENTS OR MAKE-UP EXAMS UNLESS THERE IS AN EMERGENCY.** For this exception to apply to late assignments and make-up exams, you must follow all three of the following steps:
  1. **Prior Approval** - Please contact me 24-48 hours PRIOR to due date via email to receive written approval for your emergency extension beyond the class due date. Please attach a copy of WRITTEN approval to assignment/make-up exam.
  2. **Documentation** - ALL EMERGENCIES must be verified in writing and documentation should be provided to instructor. Please attach documentation to an assignment/make-up exam. It is not acceptable to hand in an assignment/make-up exam without prior written approval, and documentation; this will automatically result in no points.
  3. **One-Week Extension** - I will not accept assignments /make-up exams that are emailed to me. You have ONE WEEK from due date to hand in assignment and to complete make-up exam (NO EXCEPTIONS); they are due at the beginning of the class. ALL make-up exams will be take-home essay exams. It is not acceptable to leave make-up exams and late assignments in my mailbox AFTER the due date; this will result in no points.
  4. **Post-marked date and time received.** If you followed all three of the above steps, then please leave your late assignment/make-up exam in my mailbox (HPA #1, 2nd floor, Social Work office, Room # 204). You must have secretary or any staff post-mark date/time received or there will be no credit.

- **Communication & Need for Assistance:** You are expected to keep me informed of any condition or event that may affect your performance or grade as early as possible. I will do everything I can to adapt to situations that are beyond your control, but only if I am informed early and kept informed. If you have any condition, such as a physical or learning disability, which will require academic accommodations, please notify me as soon as possible.

Students registered with UCF’s Office of Student Disability Services, and having special needs which require accommodation for the successful completion of this course, should see the
instructor no later than the end of the first week of class. Failure to do so may result in accommodation(s) not being made.

- **Back-up Copies:** You are responsible for managing copies of your work to guard against loss due to hardware failure, damaged disks, etc. Losing all or part of an assignment due to one of these problems is not an excuse for late work, BACK UP YOUR WORK.

- **Extra Credit:** Extra credit will be available on exams/assignments (total: 15 pts); the maximum extra credit points you may earn will be 15 Extra credit points.

- **Classroom behavior:** It is expected that you will respect the values, beliefs, and rights of others in the classroom by paying attention to whoever is speaking in class, and avoiding side-conservations. You may be asked to leave if you become disruptive to the learning of others. However, your ideas and insights are welcomed when shared with the entire class.
  - Offensive, derogatory, and inappropriate comments will not be tolerated (e.g. toward women, gays, lesbians, ethnic minorities, or of a general nature).
  - Please turn off all cell phones and beepers for the duration of class.
  The instructor will provide a verbal warning. If the behavior continues, the instructor will have a conference documenting class expectations and consequences. If you continue to be disruptive in class, you will have 5 points deducted for attendance/participation per class (no exceptions) and may be asked to leave if you become disruptive to the learning of others.

- **Cheating and Plagiarism:** You are responsible for your own ethical conduct, meaning that you will not cheat or plagiarize nor assist another student in this class. Cheating and Plagiarism will not be tolerated and will result in severe penalties.

- **Typed Assignments:** Please type all assignments as directed on assignment sheets.

- **Syllabus Changes:** The instructor reserves the right to change or correct anything on the syllabus at any time as course progress and external events dictate. Any and all changes in the syllabus will be announced in class.

**COURSE REQUIREMENTS AND GRADING:** A point system will be applied to the following: (1) Attendance/Participation; (2) 2 Research Papers and (3) Final Exam

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation &amp; Attendance ----16 Classes</td>
<td>80</td>
</tr>
<tr>
<td>(5points for each class; -3 point if poor participation, leave late or leave early)</td>
<td></td>
</tr>
<tr>
<td>Research Paper #1</td>
<td>150</td>
</tr>
<tr>
<td>Research Paper #2</td>
<td>150</td>
</tr>
<tr>
<td>Comprehensive Final Exam</td>
<td>170</td>
</tr>
<tr>
<td>TOTAL=</td>
<td>550(MAXIMUM PTS)</td>
</tr>
</tbody>
</table>

A final course grade will be based upon the total number of points accumulated by a student on exams and the written assignment. The course grading scale is noted below:

**Grades Scales**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>(4.0)</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
<td>(3.75)</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>(3.25)</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
<td>(3.00)</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
<td>(2.75)</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>(2.25)</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
<td>(2.00)</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
<td>(1.75)</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>(1.25)</td>
</tr>
<tr>
<td>D</td>
<td>64-66</td>
<td>(1.00)</td>
</tr>
<tr>
<td>D-</td>
<td>60-63</td>
<td>(0.75)</td>
</tr>
<tr>
<td>F</td>
<td>59 or less</td>
<td>(0.00)</td>
</tr>
</tbody>
</table>
TALLY SHEET

(How to keep track of your grade?)

PARTICIPATION & ATTENDANCE:

(Missed classes)
- Participation Attendance---16 Classes
  (5points for each class; -3 point if poor participation, leave late or leave early )

  TOTAL= ______
  (Participation/Attendance) 80

- 2 Research Paper
  1. Paper #1= /150
  2. Paper #2= /150

  TOTAL= ______
  (Papers) 300

- Comprehensive Final Exam

  TOTAL= ______
  (Exam) 170

MAXIMUM POINTS ______ /550

COURSE OUTLINE:

Session 1

Unit Learning Objectives
1. Identify the relationship between macro practice and micro (clinical) practice.
2. Understand the individual client within the context of the relationship between macro practice and micro practice.
3. Understand the concept of community based clinical practice

Content
1. Overview of Course:
   A. Introductions/expectations
   B. review of syllabus/readings/assignments
   C. Teaching methods
2. Understanding the Macro-Micro relationship in clinical work with individuals.
   A. The individual and society: integrating discrimination, oppression, social and economic justice.
   B. The individual and the environment/community
   C. The individual and the family system
   D. Understanding the concept of community based clinical practice
      a) going beyond the walls of the agency office
      b) assessing how family, community and society impact the individual
      c) identifying prevention strategies to help individuals
3. Understanding the relationship between clinical research, selections of practice models and clinical practice
4. The diverse nature of clinical social work and the wide range of agency settings

Readings: In Cooper Text Chapters 1 and 2.
Session 2

Unit Learning Objectives
1. Social work values and their application to clinical work with individuals.
2. Overview of the helping process.
3. Understanding and integrating the strengths perspective
4. Understanding the value of personality development theories

Content
1. Overview of basic concepts in clinical practice with individuals. This session is intended to be a review of basic material from the student's first year classes. As an overview this session will encourage students to seek out additional information on the concepts reviewed. The three major areas that will be reviewed are: (a) social work values and concepts, (b) an overview of the helping process and (c) the importance of human and personality development in clinical practice.
2. Social work values/concepts to clinical practice:
   A. Worth and dignity of clients
   B. Differences/similarities in client/worker values
   C. Acceptance and respect for clients
   D. Affirming uniqueness and individuality
   E. Problem solving capacities and the right to self determination
   F. Boundaries/confidentiality/ethics
   G. "Starting where the client is at"
   H. Ethnic, cultural, sexual, and religious differences
   I. Understanding the importance of developmental stages.
   J. Commitment to social justice
   K. Use of self
   L. Accepting and appreciating human diversity
3. Overview of the Helping Process-the phases of treatment
   A. The Assessment Phase: * interviewing and diagnosing * engaging and establishing rapport * importance of psycho-social and mental status evaluations
   B. The Working Phase: Enhancing the client-worker relationship * the role of empathy * identification of affect/feelings * responding authentically
   C. The Termination Phase: Evaluating treatment progress * knowing when to terminate * measuring clinical outcomes * client and worker reactions to termination * preparing the client for discharge/practicing of new skills
4. The Importance of Personality Development in Clinical Practice with Individuals
   A. Becoming familiar with various theories of personality development
   B. Including human and personality development in the clinical practice process

Readings: In Cooper Text – Chapter 4.
Readings on Reserve:
mentally ill population.

**Content:**
1. Framework: Case Management as a Community Based Clinical Intervention  
   A. Types of case management

**Readings on Reserve:**

**Learning Methods:**
1. Lecture  
2. Class Discussion  
3. Role play exercise

---

**Session 4**

**Unit Learning Objectives**
1. Understand the importance of learning and applying different theoretical perspectives in clinical practice with clients.
2. Identify the basic components of Psychosocial/Ego Psychology Frameworks

**Content:**
1. Evaluating and Applying Multiple Theoretical Perspectives: Framework/Theory: Psychosocial/Ego Psychology  
   A. Overview of the theory- Contributions made by Freud and others  
   B. Psychosocial Assessment- Developmental issues
2. The Ego and Defense mechanisms
3. Psychosocial-Ego Psychology continues: Practice Issues:  
   A. Treatment relationship  
   B. Review of Hollis typology  
   C. Types of treatment used  
   D. Transference  
   E. Worker’s use of self  
   F. Use of the mental status

**Readings:** In Cooper Text- Chapters 5 and 7

**Learning Methods:**
1. Lecture  
2. Class discussion  
3. Review of assigned chapters  
4. Role play exercise

---

**Session 5**

**Unit Learning Objectives**
1. Understand the importance of clinical research in the selection of effective practice models.
2. Identify interviewing skills and Psychosocial/Ego Psychology techniques applied to different types of clients.

**Content:**
1. Continuation of Psychosocial/Ego Psychology Theory  
2. Practice Issues: A Look at Borderline Clients

**Readings:** In Cooper Text – Chapter 8.

**Readings On Reserve:**

**Learning Methods:**
1. Lecture  
2. Class discussion  
3. Role play exercise: Interviewing skills  
4. Video on Borderline clients
Session 6

Unit Learning Objectives
1. Identify the basic components of Sociobehavioral and Cognitive Theories
2. Identify how Sociobehavioral and Cognitive theories and interventions can be effective clinical strategies for specific problems presented by clients.

Content:
1. Evaluating and Applying Multiple Theoretical Perspectives: Framework/Theory: Sociobehavioral and Cognitive Theories
   A. Overview of Social, behavioral and cognitive theories: Bandura, Skinner, Beck and Ellis
   B. The efficacy of Cognitive-behavioral models
2. Practice Issues:
   A. Nature of the behavioral assessment
   B. Nature of the Relationship
   C. How to apply it to different problems (depression, anxiety, social skills)

Readings:
1. In Cooper Text- Chapters 10 and 11

Reserve Readings:

Learning Methods:
1. Lecture
2. Class Discussion

Session 7

Unit Learning Objectives
1. Identify interviewing skills and Sociobehavioral and Cognitive techniques applied to different types of clients.

Content:
1. Continuation of Sociobehavioral and Cognitive Theories
2. Considerations in using brief therapies
3. Practice Issues: Developing and using contracts
   A. goals
   B. creating a contract
   C. monitoring treatment progress
   D. renegotiating a contract

Readings:

Learning Methods:
1. Lecture 2. Class Discussion 3. Role Play

Session 8

Unit Learning Objectives:
1. Identify the basic components of Crisis Intervention Theory
2. Identify how Crisis Intervention Theory and interventions can be effective clinical strategies for specific problems presented by clients.
3. Identify how crisis intervention techniques are used to help individuals experiencing community crises.

Content:
1. Evaluating and Applying Multiple Theoretical Perspectives: Theory: Crisis Intervention Theory
   A. Historical Overview
   B. Key Concepts:
1. Exhaustion crisis
2. Shock crisis
3. Insight based on self-understanding
4. Disorders of change
5. The hazardous event
6. The vulnerable state
7. The precipitating factor
8. The state of active crisis
9. The extent of reintegration

2. Practice: Critical Assessments
   A. Application of crisis theory to suicidal, homicidal, trauma clients and community crises (use of debriefing techniques).
   B. Assessing depression, suicidal risk, medication considerations
   C. Use of problem solving & task centered models

Readings:
Reserve Readings:

Learning Methods:
1. Lecture
2. Class Discussion

Session 9
Unit Learning Objectives:
1. Identify interviewing skills and Crisis Intervention Theory and techniques applied to different types of clients.

Content:
1. Continuation of Crisis Intervention Theory
2. Considerations for clinical practice
3. Understand how techniques such as critical incident stress debriefing helps the individual in a group or community crisis (bombings, terrorism, natural disasters, etc.)

Learning Methods:
1. Lecture
2. Class Discussion

Session 10
Unit Learning Objectives:
1. Identify the roles of the clinical social worker in working with diverse populations in a variety of agency settings.
2. Demonstrate skills in understanding and applying social work values, ethics, professionalism, and commitment to social justice and diversity issues in clinical practice.
3. Demonstrate skills in integrating knowledge of the impact of diversity (ethnic, racial, class, religious, gender, age, sexual orientation and life style) with psychological, physical, environmental, social and economic stress.
4. Understand the social workers' "use of self" in clinical work with diverse clients

Content:
1. The Use of Human Diversity in Clinical Practice: Utilizing culture and diversity in clinical practice.
   A. Minority clients: African Americans and Hispanics
   B. Gay & Lesbians
   C. Women
   D. Physically & mentally challenged individuals

Readings: In Cooper Text – Chapter 6.
Readings on Reserve:

Learning Methods:
1. Lecture  2. Class Discussion  3. Role play

**Session 11**

**Unit Learning Objectives:**
1. Identify, understand and apply empirically based research on clinical interventions and strategies
2. Use and application of therapeutic tools such as treatment plans, therapeutic contracts, and journals in clinical practice to measure treatment efficacy.
3. Further develop and apply critical thinking skills in identifying and examining effective practice models in the literature.

**Content:**
1. Developing the Treatment Plan
   A. Reinforcing the Strengths Perspective
   B. Identification of the goals and objectives
   C. Focus and Measurement of clinical “OUTCOMES
   D. Identification of interventions
   E. Writing the treatment plan
2. Understanding and evaluating clinical outcomes.
   A. use of mental measurements (scales, questionnaires, etc.)
   B. MEASURING EFFECTIVENESS

**Readings:** In Cooper Text – Chapter 14

**Readings on Reserve:**

**Learning Methods:**
1. Lecture
2. Class Discussion

**Session 12**

**Unit Learning Objectives:**
1. Continuation of Treatment Planning and Record Keeping
2. Identify the components of progress notes

**Content:**
1. The relationship between treatment plans and progress notes
2. Writing progress notes
3. Distinguishing between goals, objectives and action tasks
4. Record keeping and case recording formats in managed care and agency settings

**Readings:** In Cooper Text – Chapter 3

**Learning Methods:**
1. Lecture
2. Class Discussion
3. Writing Treatment Plans Exercise

**Session 13**

**Unit Learning Objectives:**
1. Identify special considerations for clinical practice with children and adolescents.
2. Understand the importance of development in clinical practice with children and adolescents
3. Identify community systems and resources to be integrated when providing clinical services to children and adolescents
4. Identify two major problems (behavioral and depression) presented by children and adolescents in clinical practice.

**Content:**
1. Clinical Practice with Children and Adolescents: Assessment & Practice
   A. Types of problems presented by children and adolescents
B. biopsychosocial assessment: the importance of historical & family data
C. using a developmental perspective when assessing and treating children and adolescents
D. the role of prevention when working with children and adolescents

**Reserve Readings:**

**Learning Methods:**
1. Lecture
2. Class Discussion
3. Role Play

**Session 14**

**Unit Learning Objectives:**
1. Identify termination and evaluation issues in clinical practice
2. Learn to develop an aftercare plan
3. Identify the importance of aftercare as a preventative strategy

**Content:**
1. Termination issues in clinical practice
2. The Importance of Aftercare as a preventative measure
3. Measuring and reviewing treatment progress
4. Termination Phase
   A. when to terminate
   B. client and worker reactions to termination
   C. transference and counter transference issues
5. Preparing the client for discharge and for practicing of new coping skills

**Readings:**

**Learning Methods:**
1. Lecture
2. Class discussion
3. Role play (Termination)

**Session 15**

**Unit Learning Objectives:**
Termination and aftercare continued
1. Identify termination and evaluation issues in clinical practice
2. Identify transferential and counter-transferential issues that emerge during termination

**Content:**
1. Continuation of termination issues in clinical practice
2. The Importance of Aftercare and follow up research
3. Course Wrap up

**Learning Methods:**
1. Lecture
2. Class Discussion
3. Role Play (Termination)

**Final Exam Week**
STUDENTS WILL BE GIVEN SPECIFIC INFORMATION ABOUT DATE AND TIME FOR FINAL EXAMINATION WHEN IT BECOMES AVAILABLE.
**COURSE REQUIREMENTS FOR RESEARCH PAPERS:**

1. **Practice Paper #1: Theory and Practice Paper.**
   a) This assignment is designed to help students identify and integrate current empirical research on a specific theoretical model.
   b) Students are to select one practice/treatment model from the text and review the literature from 1993-2004. The focus of the literature review is to determine whether the model has been identified as clinically effective with individual clients by current research.
   c) After reviewing the literature, students are to cite and integrate the research and must answer all of the following 7 questions:
      1. Citing text and or academic journals, what is the definition of theory?
      2. Citing text and or academic journals, what are some key concepts associated with this theory (describe at least 5)?
      3. Citing text and or academic journals, who were the key theoreticians associated with this theory and their contributions?
      4. Citing text and or academic journals, what population has the model been proven effective?
      5. Citing text and or academic journals, what are some key treatment interventions associated with this model (describe at least 5)?
      6. Citing text and or academic journals, what are some strengths of this theory/model?
      7. Citing text and or academic journals, what were the key criticisms/limitations of this theory/model?
   d) The paper should be 10-15 pages long (excluding reference page, charts, cover page, etc.).
   e) The student is expected to integrate both theory and practice in this paper, use a minimum of 10 appropriate references to support ideas and to use APA writing style. APA guidelines are attached to course pac.
   f) **Paper is due October 12, 2004.**
   g) Before writing your paper, please review “HOW WILL I BE GRADED FOR MY RESEARCH PAPER #1?” for the writing guidelines on this assignment (pp. 15-16 of syllabus). Please include the assessment/grading sheet on p.15-16 as the last page of your paper.

2. **Practice Paper #2: Assessment & Treatment Intervention Paper:**
   a) Students will watch a videotape on a hypothetical clinical case of a mental health or substance
abuse disorder. The videotape will be selected by each student but approved by the Instructor. After viewing the videotape, students will need to discuss how to apply assessment and treatment intervention skills to the case. In summary, the two main components of the paper are listed below:

1. **Assessment/Evaluation.** Students will conduct a clinical assessment of the main character from the perspective of the model selected in paper #1 OR another model (e.g. psychosocial, crisis, behavioral, cognitive etc).

2. **Treatment Interventions.** Based on their assessment, students will list and describe how to apply key treatment interventions as if they were the treating clinician.

   b) The paper should be 10-15 pages long, use a minimum of 10 appropriate references to support ideas, and use APA writing style. Sources MUST not the same as in paper #1.

   c) The paper will be presented to the class as if the author were describing their case to a treatment team.

   d) Paper #1 and Paper #2 MUST be handed-in together so that the Instructor can appreciate the depth of the analysis and to compare bibliographies.

   e) **Paper and presentation are due November 16, 2004.**

   f) Before writing your paper, please review "HOW WILL I BE GRADED FOR MY RESEARCH PAPER#2?" for the writing guidelines on this assignment on pp. 17-18 of syllabus. Please include the assessment/grading sheet on p.17-18 as the last page of your paper.

**HOW WILL WE BE GRADED FOR MY RESEARCH PAPER#1?**

Directions:

- FOR THE RESEARCH PAPER, EACH PERSON NEEDS TO ASSESS HER/HIS PAPER BY SCORING EACH QUESTION.
- PLEASE ATTACH THIS GRADING SHEET TO THE LAST PAGE OF THE PAPER.

<table>
<thead>
<tr>
<th>STUDENT'S ASSESMENT</th>
<th>INSTRUCTOR'S ASSESMENT</th>
</tr>
</thead>
</table>

1) EACH RESEARCH PAPER NEEDS TO SATISFY THE BASIC REQUIREMENTS LISTED BELOW: (30 POINTS)

   a) Did my discussion contain a 4000-word minimum? (Each paper needs to contain minimum 10-15 pages excluding reference page, charts, cover page, etc.) (10 points)

   b) Was my paper typed and double-spaced? (5 points)

   c) Was my paper written well with good spelling & grammar? (5 points)

   d) Was my paper presented in a professional manner? (5 points)

   e) Did I follow the directions of the writing assignment? (3 points)

   f) Did I grade & include this self-assessment sheet? (2 points?)

2) EACH PAPER NEEDS TO BE ORGANIZED TO INCLUDE THE ESSENTIALS OF A RESEARCH PAPER: (50 POINTS)

   a) Was my paper organized/structured and easy to follow? (5 points)

   b) Did I have the essentials of the paper:

      (1) An introduction with a clear, concise and focused thesis;
      (Thesis contains the focus, content and direction of your paper);

      (2) Body of paper : seven questions and responses;

      (3) Conclusion;

      (4) A bibliography? (20 points)

   c) Did I use APA format for bibliography & within paper? (10 points)

      (APA guidelines are attached to course pac)

   ***d) Did I cite and integrate the text material AND 10 scholarly/research journals throughout my paper? (15 points)***

3) EACH PAPER SHOULD PRESENT A CREATIVE, CRITICAL, THOUGHTFUL & THOROUGH DISCUSSION. THE DISCUSSION NEEDS TO BE DIRECTLY LINKED TO TOPICS FROM THE TEXT LECTURE, AND RESEARCH JOURNALS. (70 POINTS)

   A. Did I have an excellent(10/9 pts), very good (8pts), good (7pts), fair(6pts) or poor (5pts and below) discussion of all 7 questions below.
1. Citing text and or academic journals, What is the definition of the theory? (0pts) _______ _______
2. Citing text and or academic journals, What are some key concepts associated with this theory (describe at least 5)? (10pts) _______ _______
3. Citing text and or academic journals, Who were the key theoreticians associated with this theory and their contributions? (10pts) _______ _______
4. Citing text and or academic journals, What population has the model been proven effective? (10pts) _______ _______
5. Citing text and or academic journals, What are some key treatment interventions associated with this model (describe at least 5)? (10pts) _______ _______
6. Citing text and or academic journals, What are some strengths of this theory/model? (10pts) _______ _______
7. Citing text and or academic journals, What were the key criticisms/limitations of this theory? (10pts) _______ _______

Total = _______ _______

150 150

Please Note: When grading responses, the following criteria are used:
Did I do an excellent, very good, fair, poor, or incomplete job of
Linking my ideas/discussion to theory and research?
Applying the concepts and theories to my discussion?
Having a thorough /comprehensive/completed discussion?
Critically analyzing theory and research and developing my opinion?
Integrating and synthesizing research ideas in my discussion?

Summary: 10 points=Excellent; 9/8 points=Very good; 8/7= Good; 6/5=Fair; 1-4 points=Poor/Incomplete

COMMENTS: _____________________________________________________________________________

HOW WILL WE BE GRADED FOR MY RESEARCH PAPER#2?
Directions:
• FOR THE RESEARCH PAPER, EACH PERSON NEEDS TO ASSESS HER/HIS PAPER BY SCORING EACH QUESTION.
• PLEASE ATTACH THIS GRADING SHEET TO THE LAST PAGE OF THE PAPER.

STUDENT’S INSTRUCTOR’S
ASSESSMENT ASSESSMENT

1) EACH RESEARCH PAPER NEEDS TO SATISFY THE BASIC REQUIREMENTS LISTED BELOW: (30 POINTS)
   a. Did my discussion contain a 4000-word minimum? (Each paper needs to contain a minimum 10-15 pages excluding reference page, cover page, etc.) (10 points) _______ _______
   b. Was my paper typed and double-spaced? (5 point) _______ _______
   c. Was my paper written well with good spelling & grammar? (5 points) _______ _______
   d. Was my paper presented in a professional manner? (5 points) _______ _______
   e. Did I follow the directions of the writing assignment? (3 Points) _______ _______
      (e.g answer all questions; paper #1 must be attached with paper#2; sources may not be the same as in paper #1)
   f. Did I grade my self-assessment sheet (2 points)? _______ _______

2) EACH PAPER NEEDS TO BE ORGANIZED TO INCLUDE THE ESSENTIALS OF A RESEARCH PAPER: (50 POINTS)
a) Was my paper organized/structured and easy to follow? (5 points) _______  _______

b) Did I have the essentials of the paper: _______  _______
   • An introduction with a clear, concise and focused thesis; (Thesis contains the focus of your paper);
   • Body of paper: Assessment & Treatment Interventions;
   • Conclusion;
   • a bibliography? (20 points)

c) Did I use APA format for bibliography & within paper? (10 points) _______  _______
   (APA guidelines are attached to course pac; sources may not be the same as in paper #1)

***d) Did I cite and integrate the text AND 10 scholarly/research journals throughout my paper? (15 points)*********
   (sources may not be the same as in paper #1) _______  _______

3) EACH PAPER SHOULD PRESENT A CREATIVE, CRITICAL, THOUGHTFUL & THOROUGH DISCUSSION. THE DISCUSSION NEEDS TO BE DIRECTLY LINKED TO TOPICS FROM THE TEXT LECTURE, AND RESEARCH JOURNALS. (70 POINTS)

   a) Did I have an excellent (35-32), very good(31-28), good(27-25), fair(24-21) or poor (20 pts or below) discussion of the two main components of the paper:
      1. Assessment/Evaluation. Did I conduct a clinical assessment of the main character from the perspective of the model selected in paper #1 OR another model (e.g. psychosocial, crisis, behavioral, cognitive etc)? (35 points) _______  _______
      2. Treatment Interventions. Based on my assessment, did I list and describe how to apply key treatment interventions as if I were the treating clinician? (35 points) _______  _______
   Total = 150 150

Please Note: When grading responses, the following criteria are used:

Did I do an excellent, very good, fair, poor, or incomplete job of
   Linking my ideas/discussion to theory and research?
   Applying the concepts and theories to my discussion?
   Having a thorough /comprehensive/complete discussion?
   Critically analyzing theory and research and developing my opinion?
   Integrating and synthesizing research ideas in my discussion?

Summary: Excellent (35-32), very good(31-28), good(27-25), fair(24-21) or poor (20 pts or below)

COMMENTS: ____________________________________________

Bibliography

Supplemental list to readings already cited in the syllabus.

Psychotherapy. 35, 517-525.