**Course ### Introduction to Social Work**

**Syllabus/Course Information**

**Fall 2012**

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| --- | --- | --- | --- |
| **INSTRUCTOR:**  | **XXX** |  **E-MAIL: XXX** |  |
|  **OFFICE:**  | **XXX** |  | **Phone: XXX** |
|  **OFFICE HOURS:** | **Monday XXX****Tuesday XXX** **Wednesday XXX****Thursday XXX****Friday XXX** |

**A. Communicating with your instructor:**

The preferred method of communicating with your instructor is e-mail. I usually respond within 24 hours Monday-Thursday and by the next business day Friday-Sunday. If you need an appointment you may call **XXX at phone ###**.

**B. Course Description**:

The course begins the discussion of helpers and of helping. Students will learn how to recognize and deal with mental illness and will be introduced to issues in mental health. Course topics include units on mental illness, cognitive and other disabilities, substance use disorders (SUD), domestic and intimate partner violence, suicide, ethics, the helper and special problems faced by helpers. We will examine why individuals enter the helping profession.

**C. Course Goals and Objectives:**

 **Course Objective**:

This course will introduce the student to trans-disciplinary professionals involved in the treatment of mental illness, cognitive disabilities, the impact of alcohol and other drug use and domestic and intimate partner violence, as well as issues faced by helpers. We will examine the history of treatment of individuals with mental health disorders/diagnoses, treatment, ethics and client rights, confidentiality, transference, dual diagnosis, and the impact of culture on behavior. There will be speakers on wellness, sexually transmitted disease, domestic and intimate partner violence, and other selected topics as requested by class participants.

The course meets related course content required by the (agency name) as a related subject course required meeting state Licensed Chemical Dependency Counselor (LCDC) requirements.

 **Goals**:

It is the goal of this course to provide students with an understanding of the complexities of becoming a helper, scope of practice for alcohol and drug counselors, ethics, various models of helping and an understanding of how personality and character traits influence the role of a helper. The course will have guest speakers from the helping professions (addiction counseling, mental health, domestic and intimate partner violence, victim assistance, etc.) as available.

 **Learning Objectives**:

 All completers will be able to:

- articulate how mental illness and the treatment of mental illness have developed from ancient times to the present.

- identify various models of service delivery.

- speak of the importance of self-evaluation prior to entering the helping profession.

- provide a basic profile on the various types of clients the mental health worker encounters.

- identify special populations, including those who are: mentally ill; substance use disorders; culturally diverse; homeless, individuals who have committed sexual crimes; survivors of domestic and intimate partner violence; living with AIDS or impacted from HIV; dysfunctional family members; etc.

- articulate on the helper's responsibility in cases of sexual abuse, child abuse, and domestic and intimate partner violence.

- explain and defend against transference and counter-transference.

- understand the importance of establishing personal boundaries, how they impact the helper and the client, including the culturally diverse client.

- address Eastern and Western philosophies (culture) when helping others and the unique problem solving approaches required in such cases.

- talk about the helping process and explain how stress impacts life, life functions, and how to deal with stress.

- explain client rights as they pertain to the helping professions.

- identify patient abuse or neglect.

- identify unprofessional or unethical conduct by mental health workers, in particular alcohol and drug counselors.

- explain sexually transmitted infections, their symptoms, and prevent the transmission of STIs.

- Differentiate between ethical and non-ethical behavior of mental health workers.-recognize the danger signs of job burnout and be able to recognize symptoms and provide alternative behaviors to remedy this danger.

**D. Methodology:**

* lecture
* class discussion
* PowerPoint handouts to compliment your chapter readings

**E. Prerequisites**:

**XXX**

**F. Class Attendance Policy:**

Attendance is required.

**G. Textbooks**:

 Required Text:

 Becoming a Helper;6th Ed.; Cory and Cory, Brooks/Cole 2006.

 ISBN# 9780495812265

**H. Additional Materials:**

Resources suggested but not required:

* Bissel and Royce, Ethics for Addiction Professionals, Hazelden 1987

* TAP 1, Approaches in the Treatment of Adolescents with Emotional and Substance Abuse

Problems, Technical Assistance Publication Series 1, Center for Substance Abuse Treatment, U.S. Department of Health and Human Services, 1999.

* TIP 25, Substance Abuse and Domestic Violence, Technical Improvement Protocol 25,

Center for Substance Abuse Treatment, U.S. Department of Health and Human Services, 1999.

 Readings

 Recommended: An Introduction to Human Services, Woodside and McClam, Brooks Cole, 1990.

Recommended: Inquisition, from the Middle Ages to the Industrial era, Qua d’Arno, 1985

 Resources Counseling the Culturally Different, Theory and Practice, 2nd ed.; Derald Sue and David Sue, John Wiley and Sons, 1990.

Managing Cultural Differences, 4th ed.; Harris and Moran, Gulf Publishing Company, 1996.

Law, Liability and Ethics for Medical Office Professionals, Myrtle Flight, Delmar Publishers, 3rd ed.; 1998.

Ethics for Addiction Professionals, LeClair Bissell, Hazelden, 1993.

Idiots Guide to Managing Stress, or any self-help book on stress.

**I. Assignments, Exams and Grading Summary:**

There will be three examinations of material taken from the lecture material and the assigned reading. The examinations are a combination of multiple choices, fill in the blank, and essay.

**J. Grading Scale:**

|  |  |
| --- | --- |
| **Points** | **Grade** |
|  100-90 | A |
| 89-80 | B |
| 79-70 | C |
|  69-60 | D |
| 59 or less | F |

 ***I.…..Incomplete.*** *No Incompletes or “I” grades will be given except for extreme circumstances. If an “I” grade is assigned and the course work is not completed by the pre-arranged time limit, this grade will convert to an “F”.*

***W….Withdrawal.*** *Students who file withdrawal requests by the published deadline will receive a grade of W.* *It is recommended that the student talk to the instructor before withdrawing. If a decision is made to withdraw, the student must start the process at the Enrollment Services Center, room A-100 or call them for information at 281-756-3531, by the deadline. Failure to withdraw may result in a grade of F.*

**K. Late Course Work Policy:**

Late course work accepted only with instructor’s prior approval.

**L. Exam Policy:**

If a student misses a major examination, the next major examination will count two times, once for the examination missed and once for the examination taken. Only one major examination may be missed.

**M. Classroom Protocol:**

It is the right of each student to participate in his or her learning, and it is the responsibility of each student to not interfere with the learning of other students. Policies governing the classroom are provided in the student Handbook and students who repeatedly violate one or more of these policies will be subject to disciplinary action.

**N. Disclaimer:**

The instructor reserves the right to modify this syllabus as needed and will notify the students of any changes.

**O*.* Expectations:**

1. *Students are expected to obtain a textbook and send the instructor an e-mail by the second week of class stating that they have read this syllabus and schedule and understand what is expected of them. Include your first and last name and student ID number in the e-mail.*
2. *Students are expected to allocate a minimum of 10 hours per week on textbook readings, interacting with course materials, participating in class discussions, and completing assignments, quizzes and exams.*

**P. ACADEMIC SUCCESS AND SUPPORT SERVICES:**

1. Computers are available for use by all registered students in any of the 23 computer labs, including the Cyber Lab, room A-173. Cyber Lab hours are: Mon-Thurs. 8:00am-8:00pm, Friday 8:00am-5:00pm and Sunday 4:00pm-8:00pm. ***Hours may vary for the summer session, please call in advance*** phone ### for more information about all computer labs.

2. The Library website: [http://www. **XXX**](http://www.alvincollege.edu/library/default.htm)

3. The Learning Lab and Writing Center, A-235, is for help with writing assignments, tutoring, exams, and additional computer access: [http://www. **XXX**](http://www.alvincollege.edu/resources/learning_lab.htm)

4. My Blackboard -Any technical problems or issues with My Blackboard should be directed to the Distance Education Department at de@alvincollege.edu. Include your first and last name, student ID number and a description of the problem. Students will not be penalized if there is an interruption in My Blackboard service and the instructor is notified of such an issue by the Distance Education Department.

5. WEBXXXESS, Passwords or Computer Labs- contact the IT Dept. Help Desk at 281-756-3544.

**Q. AMERICANS WITH DISABILITIES ACT**:

XXX complies with ADA and 504 Federal guidelines by affording equal access to individuals who are seeking an education. Students who have a disability and would like classroom accommodations must register with the Office of Disability Services, A 136, (281)756-3533. Instructors are not able to provide accommodations until the proper process has been followed.

**R. CODE OF ACADEMIC INTEGRITY AND HONESTY**:

Students at XXX College are members of an institution dedicated to the pursuit of knowledge through a formalized program of instruction and learning. At the heart of this endeavor, lie the core values of academic integrity which include honesty, truth, and freedom from lies and fraud. Because personal integrity is important in all aspects of life, students at XXX College are expected to conduct themselves with honesty and integrity both in and out of the classroom. Incidents of academic dishonesty will not be tolerated and students guilty of such conduct are subject to severe disciplinary measures.

**S. Behavioral Intervention Team (BIT) – Letting someone know:**

The Behavioral Intervention Team (BIT) at XXX College is committed to improving community safety through a proactive, collaborative, coordinated, objective and thoughtful approach to the prevention, identification, assessment, intervention and management of situations that pose, or may reasonably pose, a threat to the safety and well-being to the campus community.

College faculty, staff, students and community members may communicate concerns to the BIT by email, BIT@ **XXX** , or through an electronic reporting option located on the BIT page of the college website, www. **XXX**.

***Proposed Course Outline***

# Motives for entering the Helping Professions

Objective

Upon completion of this unit, the student will understand conscious and non-conscious motivations for entering the helping professions.

Goals

Upon completion of this unit, the student will:

1. Have a basic understanding of the needs of the helper.
2. Have basic understandings of how needs and motivations impact the helper.
3. Understand the impact of counterproductive attitudes in the helping professions.

Readings Becoming a Helper, Corey and Corey, Chapters 1, 2, 3

# History of Mental Health

Objective

Upon completion of this unit, the student will understand the history of treating mental illness/cognitive disabilities.

Goals

Upon completion of this unit, the student will be able to articulate how the mentally ill and individuals with cognitive disabilities were perceived and were treated during:

1. Ancient times
2. Middle ages
3. Renaissance
4. 18th Century
5. 19th Century
6. 20th Century

Readings Recommended: An Introduction to Human Services, Woodside and McClam, Brooks Cole, 1990.

Recommended: Inquisition, from the Middle Ages to the Industrial era, Qua d’Arno, 1985

## Exam # 1

# Special Populations

Objective Upon completion of this unit, the student will have a basic understanding of selected populations with whom mental health workers come in contact.

Goals Upon completion of this unit, the student will be able to give descriptive and treatment characteristics of individuals associated within the following populations:

1. Mental illness
2. Individuals with cognitive disabilities
3. Individuals with substance use disorders
4. Domestic or intimate partner violence
5. Individuals with sexually transmitted infections (STIs)
6. Geriatrics
7. Adolescents and special problems associated with this group. (Gangs, suicide, substance use disorders)

# Cultural Sensitivity

Objective Upon completion of this unit, the student will understand the significance and impact of culture on behavior. The student will recognize cultural diversity and recognize the importance of dealing with the client’s cultural orientation.

Goals Upon completion of this unit, the student will have a basic understanding of the following concepts and models:

1. The western counseling model
2. Perceptions are based on cultural beliefs
3. Beliefs and values are influenced by culture
4. Verbal and non-verbal behavior is often different than the therapists cultural orientation
5. Code switching is a way of becoming a part of a culture
6. Multiculturalism is the acceptance of many cultures

Readings Becoming a Helper, Corey and Corey, Chapter 8

“Breaking the Rules: Counseling Ethnic Minorities”, Pagani-Tousignant, Johnston Institute.

 “The Double Life of Lisa Villagran” Gigi Anders, Moderna, 1994

“Cross-Cultural Counseling”, U.S. Dept. of Health and Human Services.

Resources Counseling the Culturally Different, Theory and Practice, 2nd ed.; Derald Sue and David Sue, John Wiley and Sons, 1990.

Managing Cultural Differences, 4th ed.; Harris and Moran, Gulf Publishing Company, 1996.

# Common concerns facing the helping professional

Objective Upon completion of this unit, the student will understand the concepts of transference and counter transference.

Goals Upon completion of this unit, the student will

1. Explain what transference and counter-transference is and how this impacts the counseling relationship.
2. Identify ways of dealing with difficult clients.
3. Understand the elements of ethical and non-ethical conduct within the helping relationships.

Readings Becoming a Helper, Corey and Corey,

Law, Liability and Ethics for Medical Office Professionals, Myrtle Flight, Delmar Publishers 3rd ed.; 1998.

Ethics for Addiction Professionals; LeClair Bissell, Hazelden, 1993.

### Exam # 2

Professional Issues in the helping professions

Objective Upon completion of this unit, the student will have a sense of understanding the complexity of working within the helping professions.

Goals Upon completion of this unit, the student will be able to identify:

1. Client Rights
2. Ethical and non-ethical professional behavior
3. Ethical decision making
4. Dealing personal competency
5. Malpractice, how not to get yourself in trouble
6. Professional Involvement
7. Advocacy

Readings Law, Liability and Ethics for Medical Office Professionals, Myrtle Flight, Delmar Publishers, 3rd ed.; 1998.

Ethics for Addiction Professionals, LeClair Bissell, Hazelden, 1993.

# Stress and how stress impacts helpers

Objective Upon completion of this unit, the student will understand the impact of stress on individuals and on helpers. The student will gain an understanding of the role of stress and mental illness.

Goals Upon completion of this unit, the student will be able to explain:

1. The stress response system
2. Use selected stress scales and explain how stress scales work
3. How stress is associated with different personality types
4. The impact of stress on disease and illness
5. What the primary sources of stress are in the helping professions
6. Negative outcomes of work stress
7. Identify several models for coping with stress
8. Identify the nature and causes of work burnout
9. Identify steps to prevent burnout

Readings Becoming a Helper, Corey and Corey, Chapters 14 and 15

Resource Idiots Guide to Managing Stress or any self-help book on stress.

#### *The Final Exam is Comprehensive*