

**DEPARTMENT OF SOCIAL WORK  
WESTERN KENTUCKY UNIVERSITY**

	<b>Social Work Clinical Assessment and Intervention (Online)</b> <b>SWRK 623                      (3 credit hours)                      Fall 2021</b>
<b>Professor:</b> Erin Warfel, LCSW <b>Email:</b> <a href="mailto:erin.warfel@wku.edu">erin.warfel@wku.edu</a> <b>Office Hours:</b> By appointment <b>Phone:</b> 270-745-8923	<b>Office:</b> Academic Complex 111A
<b>Online Class Meeting Times/Dates:</b> Tuesdays 8/31, 11/2, 11/23/21- 5:30-7:30PM CST via Zoom	

**Prerequisites:** Completion of all required 500 level MSW courses or admission to the Advanced Standing MSW program or permission of the instructor.

**Course Description**

Focuses on clinical processes of assessment and diagnosis for rural-centered social work practice. Topics include theories within the Bio-Psycho-Social paradigm, frameworks for organizing and formulating diagnostic understanding with diverse populations.

**Required Text**

American Psychiatric Association. (2013). Diagnostic and Statistical Manual of Mental Disorders DSM-5. Washington, DC: American Psychological Association. (ISBN 9780890425558).

Dziegielewski, S. (2015). DSM 5 in Action (3rd edition). Hoboken, New Jersey: John Wiley and Sons, Inc. ISBN: 978-1-118-13673-7

Film: Various Assigned Films

Webcam Needed

**MSW Mission Statement**

In keeping with the tenets of the program, the purposes of social work, constituent needs, and the regional characteristics of south central and western Kentucky, the mission of the MSW program at WKU is to educate and prepare students for professional social work practice to meet the needs of increasingly diverse rural populations. The program is particularly dedicated to addressing the work force needs of agencies working with Kentucky's families and

communities. In addition, the program emphasizes professional and scholarly service to the community, the state, and the nation

2015 Competencies Addressed in Course	Course Assignments	Course Learning Outcomes	Competency Dimension
Competency 1: Demonstrate Ethical and Professional Behavior	Professionalism	1, 6,7	Knowledge Cognitive & Affective Processes
	Treatment Plan	1 3, 4, 5	Knowledge Skills
	Difference in Culture Online Assignment	4	Skills
	Psychosocial Assessment	1 3, 4, 5 6.7	Knowledge Skills Cognitive & Affective Processes
Competency 2: Engage Diversity and Difference in Practice	Difference in Culture Online Assignment	4	Skills
	Exam	1 2 3, 4, 5	Knowledge Values Skills
	Psychosocial Assessment	1 3,4,5 6,7	Knowledge Skills Cognitive & Affective Processes
	Discharge Summary	1 3,4,5	Knowledge Skills Cognitive & Affective Processes
	Sex addiction and Gambling Online	5	Knowledge Skills

2015 Competencies Addressed in Course	Course Assignments	Course Learning Outcomes	Competency Dimension
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Psychosocial Assessment	1 3,4,5 6,7	Knowledge Skills Cognitive & Affective Processes
	Treatment Plan	1 3,4,5	Knowledge Skills
	Discharge Summary	1 3,4,5	Knowledge Skills
	Case Note 1 & 2	1 4,5	Knowledge Skills
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Treatment Plan	1 3,4,5	Knowledge Skills
	Discharge Summary	1 3,4,5	Knowledge Skills
	Case Note 1 & 2	1 4,5	Knowledge Skills
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Discharge Summary	1 3,4,5	Knowledge Skills
	Case Note 1 & 2	1 4,5	Knowledge Skills

**Council on Social Work Education (CSWE) Definition of Specialized Practice and Required Core Competencies for MSW Education**

The Council on Social Work Education defines Specialized Practice as the following:

Specialized practice builds upon generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

The master's program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization (EPAS, 2015, p. 12).

### **Learning Outcomes**

Upon Successful completion of this course, students will be able to:

#### **Knowledge**

1. Utilize assessment, documentation, and recording skills in working with case studies

#### **Values**

2. Articulate the role of Social Work in relation to psychotropic medications

#### **Skills**

3. Formulate outcome-based treatment plans and clinical intervention strategies appropriate to a variety of complex treatment issues
4. Demonstrate an awareness of the impact of culture (to include rurality) on the diagnostic process
5. Discriminate between DSM 5 diagnostic criteria to determine the most appropriate mental health diagnosis for case scenarios

#### **Cognitive and Affective Processes**

6. Appraise own strengths and areas for improvement in social work professionalism
7. Critically evaluate effectiveness of own assessment and diagnostic skills

## COURSE ASSIGNMENTS

### Professionalism (60 points)

Social workers traditionally serve the marginalized populations. Thus, social work professors have an obligation to teach students appropriate professional behavior. Within the classroom setting, both face –to- face and online, professionalism is outlined utilizing the 15 behaviors indicative of professionalism outlined in the rubric, . (i.e., attendance, punctuality, active participation, communication, respect, self-awareness, diversity awareness, collegiality, oral expression, written expression, initiative & reliability, responsiveness to feedback, compliance with professional requirements, responsiveness to communication, professional appearance).

Further, it is expected that each student completes all assignments and assigned readings in accordance with the course schedule. The instructional methods utilized in this course include lecture/discussion, role play, experiential exercises, and student presentations. While all of these are completed online, students are expected to participate as required by the course syllabus in a professional manner. Each student should complete readings *prior* to the online classroom assignments and show this preparation through critically thought out assignments. This online course is an opportunity for you to practice before applying skills you learn in this class in the field. There are two parts to this assignment:

1. Using the rubric, you are asked to rate yourself in each of these areas providing justification for each of your ratings using clear examples.
2. Write a reflection addressing the following:
  - a. What areas were especially strong? Explain.
  - b. What areas were less strong? Explain.
  - c. Develop a plan to maintain your strengths while also cultivating growth in other areas. This plan should include specific activities that you will engage in over the course of the MSW program and how you will hold yourself accountable to meeting your goals.

### Client File Simulation:

The following assignments mimic a case file that you would have when working with a client for diagnostic purposes. The client for these assignments will be a character from the student's chosen movie. Please pick a movie in which you do not have current familiarity. **More specifics are also given on the lecture " Understanding Major Course Assignments".**

**\*\* HIPAA and Informed Consent Points counted as part of your BB Assignments (10 points)**  
**\*\***

### **1. Psychosocial Assessment Activity (100 Points)**

Students will ask a partner to play the role of one of the fictional characters from the chosen movie for the purposes of this assignment. The learning goal of this assignment is to review completion of a psychosocial assessment. Assessment is a fundamental skill to effectively diagnose clients. Students will use the form provided by the professor on blackboard to complete this assignment. Your assessment should take 30 to 45 minutes. You will tape this using Zoom software available on blackboard. It will require a webcam. Only you need to be seen in the video camera so that the professor can give feedback on areas of improvement. In addition to your completed psychosocial assessment recording, the student is expected to: 1) write a short (2- 3 page) assessment. Included in this assessment should be a discussion of what social work skills were employed during the assessment, his/her areas of strength and areas for growth in the area of assessment. In addition, this written portion should include a plan for how to improve upon the student's trouble areas. On the assignment drop box, post your psychosocial paperwork as a scanned PDF document as well as posting your 2-3 page assessment.

### **2. Client Treatment Plan (25 Points)**

Using the chosen movie, Students will prepare a treatment plan for the identified "client". This will include 2 to 3 goals and 4 to 6 objectives (for each goal) that will be the focus of the fictional treatment. A template for the treatment plan may be found on the blackboard site. Post the final treatment plan on the assignment drop box as a scanned PDF document due on assignment drop box.

### **3. Client Case Note (2 x 25 points)**

Using the chosen movie, Students will prepare two case notes for the fictional treatment of the client. A template for the case note may be found on the blackboard site. In the written portion, make sure to include: Overview of what was "talked" about in the session, progress toward goals (from treatment plan), specific models/interventions used, any specifics on information reported due to reasons to break confidentiality. Client case notes are due on assignment drop box

### **4. Client Discharge Summary (25 points)**

Using the chosen movie, Students will complete a discharge summary on the "client". A template for the discharge summary may be found on the blackboard website. Discharge Summary using movie "client" due on assignment drop box

### **Blackboard Assignments 100 points (10 x 10 points each )**

Students must complete all BB assignments by the posted due dates. Please keep in mind some weeks have more than one online assignment. You will complete each separate assignment for a 10 point number possible. Assignments are self learning oriented and are to be posted on the assignment drop box. Use of critical thinking is required for full maximum point value. This

means that you should not merely overview what you heard in the podcast or reading. Instead, you must critically discuss what you learned, what it make you think about, how it connected to other classes/field, ect. You should use other sources to help make this connection beyond the one assignment. Both in text and full text APA references are required for full point earning. Each individual online assignment is worth 10 points making the total points on these assignments 100 points.

**Exam (100 points)**

Students will take a blackboard delivered exam. There are two separate attempts available, but the student must take the exam between the specific dates found on the course calendar. However, even if the score decreases, the second score will be the final score on the exam. A student may use the course text and other materials (i.e. notes) to complete. Consulting another student will be considered reason for failing this exam. The exam will consist of all multiple- choice questions to mimic both the Practice Readiness Exam and the Licensure exam.

**Diagnostic Practice (5 x 2 points each)**

Students learn diagnosis through practice and repetition. This course will offer low point opportunities to practice diagnosis throughout the course. Students will have online lecture of different classifications of mental health disorders. After the lecture, students will be asked to practice diagnosis using the cases provided on BB to practice. The case for practice that week will match the lecture for that week. There are 7 different practice opportunities. Students will either type or scan work to the blackboard assignment drop box depending on if you have typed or written by hand. Either is acceptable for this assignment. Students can work alone or can work with others in the class for a group assignment. If you choose to work as a group, all of the members will post the same assignment to the assignment drop box as an individual. In this way, you do not have to worry about your partners turning it in on time as you will do so on your own. This group choice will require online meetings/phone meetings in which you work together to come up with your provisional diagnosis. Whether to work independently on in a group of 2 or 3 is your choice.

Think of this assignment much like a math problem that you will then work out and post to BB. Students can choose 5 of the 7 diagnostic practice times to work through Morrison’s levels to earn class points and to receive feedback from the professor. Students will follow the steps outlined in online lecture entitled “Understanding Basics of Diagnosis”. These steps include: Gathering Information, Identifying Syndromes, Construct Differential Diagnosis, Select Working Diagnosis, Co-morbidity and Order of Importance, Formulation and Re-Evaluation.

**Evaluation and Grading**

Course grading is based on the following criteria:

<u>Assignment</u>	<u>Maximum Point Value</u>
Professionalism	60 points

Psychosocial Assessment	100 points
Treatment Plan	25 points
Case Notes (25 x 2)	50 points
Discharge Summary	25 points
Online Discussion (10 x 10 points)	100 points
Exam	100 points
<u>Diagnostic Practice (5 x 2 points)</u>	<u>10 points</u>
<b>TOTAL POINTS</b>	<b>470 points</b>

### Grading

Grades will be assigned based on the points the student receives versus (to include adjustment for attendance) the total points allotted for class. The following scale will be used to determine the accompanying letter grade.

90 – 100%	A
80 – 89%	B
70 – 79%	C
60 and below	F

**Please note there are no D grades assigned in this class. Instead a student either earns a C or an F depending on the point values earned.**

### Public Health

All students are strongly encouraged to [get the COVID-19 vaccine](#). Out of respect for the health and safety of the WKU community and in adherence with CDC guidelines and practices of all public universities and colleges in [Kentucky](#), the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations can be requested in special cases through the Student Accessibility and Resource Center ([SARC](#)): [270-745-5004](#) (voice), [270-745-3030](#) (TTY), or [270-288-0597](#) (video).

All students must immediately report a positive Covid-19 test result or close contact with a person who has tested positive to the Covid-19 Assistance Line at 270-745-2019. The assistance

line is available to answer questions regarding any Covid-19 related issue. This guidance is subject to change based on requirements set forth by public health agencies or the office of the governor. Please refer to the Healthy on the Hill website for the most current information. [www.wku.edu/healthyonthehill](http://www.wku.edu/healthyonthehill)

### **Academic Support**

Most of us find that we need some academic support and direction during our time at the university. WKU offers many resources that can help you be successful in this course. These are listed below.

### **Student Accessibility Resource Center**

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in DSU Room 1074 in the Downing Student Union. The phone number is 270-745-5004. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Student Accessibility Resource Center.

### **Writing Center Assistance**

The Writing Center is located in Cherry Hall 123 on the Bowling Green campus and also offers online consultations for students who live at a distance or who cannot visit during our operating hours. WKU's writing tutors have been trained to provide helpful feedback to students at all phases of a writing project. They can help you brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper for you. See instructions on the [Writing Center](#) website for making online or face-to-face appointments. Or call (270) 745-5719 during the Writing Center's operating hours (also listed on the website) for help scheduling an appointment.

### **Off Campus Library Support**

The Extended Campus Library Services Office will copy citations and pull library books for students at extended campuses and send them through the mail. There is no cost to students (although you do have to pay to return the library books). WKU also has a courier service to extended campuses. For further information, go to the [Extended Campus Library Support](#) website. Turn-around time can be anywhere from a few days to two weeks, so plan ahead!

### **Policy:**

Students are expected to adhere to all policies contained with the [MSW Handbook](#) and the [Code of Student Conduct](#) at Western Kentucky University.

### **Professionalism:**

The [NASW Code of Ethics](#) is a guiding framework and source for identifying professional performance. Students are expected to practice in an ethical manner while in the classroom or completing assignments pertaining to this course in accordance with the *MSW Student*

*Handbook, WKU Student Code of Conduct* and the *NASW Code of Ethics*. Behaviors especially under consideration are those related to professional practice, mental illness and/or substance use, illegal activity and classroom behavior. Concerns in any of these four circumstances will be documented in a Professional Concerns Form and referred for a Student Professional Concerns Review. Students are expected to understand the policy, in its entirety, found in the MSW Student Handbook.

**Social Media:**

Privacy, confidentiality, and professional boundaries must be examined as professional social workers, especially in the age of technology. Professional standards found in the *NASW Code of Ethics* must be strictly followed concerning social media. Students using social media sites are expected to use the highest privacy settings on their social media profiles, so field agency personnel and/or clients cannot access photographs and private information. Students are not permitted to link to or view the social media profiles of clients or employees of the field placement agency. In the event that a student's social media profile or linkage is considered a poor professional practice or an ethical violation, the issue will be documented in a Professional Concerns Form and referred for a Student Professional Concerns Review.

**Plagiarism and Academic Dishonesty:**

Plagiarism and cheating are prohibited. Academic dishonesty is prohibited by the MSW *Student Handbook*, the *University Code of Student Conduct* and is also counter to social work values and ethics included in the *NASW Code of Ethics*. Students are expected to be familiar with these policies and ethical guidelines and to follow them at all times. Any instances of academic dishonesty will mean a grade of "zero" for the assignment and/or course failure. Students should review the "Academic Offences" section of the [WKU Student Handbook](#) and "Acknowledging Credit" sections of the [1999 Code of Ethics, National Association of Social Workers](#).

**APA:**

Students are expected to use APA style (7<sup>th</sup> ed.) for writing, citing and listing references. This is for all course work including papers, pamphlets, and online assignments. Online assignments must include in text references and full text references at the end of the assignment just as all other written documents in this course.

**Attendance:**

Students are expected to participate in developing a positive learning environment with the desire to learn. Class participation is required and includes taking part in online class discussions and assignments. Students are expected to be on camera and in a setting conducive to a professional learning environment.

**Assignment Completion:**

Students are expected to turn all assignments in on time. Assignments, which are late, will be reduced at a rate of 10% per day. Therefore, if you would have received 50 points on an assignment, which is three days late, the score will be reduced by a total of 15 points. After one week, late assignments will no longer be accepted for credit but must be turned in to complete the course.

## Other

The instructor reserves the right to make changes to the syllabus as needed with reasonable notice and accommodations for the students.

## Bibliography

- Council on Social Work Education. (2008). Educational Policy and Accreditation Standards. Washington, DC: Author. Retrieved from <http://www.cswe.org/File.aspx?id=13780>
- Aisenberg, E. (2008). Evidence based practice in mental health care to ethnic minority communities: Has its practice fallen short of its evidence? *Social Work*, 53(4), p. 297-306.
- Allen-Meares, P. Hudgins, C., Engberg, M. & Lessnau, B. (2005). Using a collaboratory model to translate social work research into practice and policy. *Research on Social Work Practice*, 15(1),p. 29-40.
- American Psychiatric Association. (2000). *Desk reference to the diagnostic criteria from DSM-IV-TR®*. Washington, DC: American Psychological Association..
- Benbenishty, R., Astor, R., & Estrada, J. (2008). School violence assessment: A conceptual framework, instruments, and methods. *Children & Schools*, 30 (2), p.71-81.
- Cooper, M. & Lesser, J. (2005). *Clinical social work practice: An integrated approach*. Boston: Allyn and Bacon.
- Corwin, M. (2002). *Brief treatment in clinical social work practice*. Pacific Grove, CA: Brookes/Cole.
- Cumming, S., Fitzpatrick, E., McAuliffe, D., McKain, S., Martin, C., & Tonge, A. (2007). Raising the titanic: Rescuing social work documentation from the sea of ethical risk. *Australian Social Work*, 60 (2), p. 239-257.
- Delgado, M. (2007). *Social work with latinos: A cultural assets paradigm*. New York: Oxford University Press.
- Delgado, M., Jones, K., & Rohani, M. (2005). *Social work practice with refugee and immigrant youth in the United States*. New York: Allyn and Bacon.
- Gambrill, E. (2007). Views of evidenced based practice: Social workers' code of ethics and accreditation standards as guides of choice. *Journal of Social Work Education*, 43(3), p.447-462.

- Graham, J., Shier, M. & Brownless, K. (2014). Contexts of practice and their impact on social work: A comparative analysis of the context of geography and culture, *Journal of Ethnic and Cultural Diversity in Social Work*, 21(2), p.111-128.
- Gullotta, T. & Adams, G. (2005). *Handbook of adolescent behavioral problems: Evidenced based Approaches to Prevention and Treatment*. New York: Springer.
- Harkness, D. (2010). The diagnosis of mental disorders in clinical social work: A review of standards of care, *Clinical Social Work*, (39), p.223- 231.
- Harper-Dorton, K. & Lance, J. (2007). *Cross-cultural practice: Social work with diverse populations*. Chicago, Illinois: Lyceum.
- Heimberg, R. G., Hofmann, S. G., Liebowitz, M. R., Schneier, F. R., Smits, J. J., Stein, M. B., & ... Craske, M. G. (2014). Social anxiety disorder in DSM-5. *Depression And Anxiety*, 31(6), 472-479. doi:10.1002/da.22231
- Jones, L. & Ford, B. (2008). Depression in african American women. *Affilia: Journal of Women & Social Work*, 23(2), p134-143.
- Karls, J. M., & Wandrei, K. E. (1994). *The PIE classification system for social functioning problems*. Silver Springs, MD: NASW Press.
- King, M. (2006). *New structural social work: Ideology, theory, and practice*. New York: Sage Publications.
- Kurz, B., Malcolm, B. & Cournoyer, D. (2005). In the shadow of race: Immigrant status and mental health. *Affilia: Journal of Women & Social Work*, 20(4), p.434-447.
- Lauritsen, M. (2013). Autism spectrum disorders. *European Child & Adolescent Psychiatry*, 2237-42.
- La Roche, M. J., Fuentes, M. A., & Hinton, D. (2015). A cultural examination of the DSM-5: Research and clinical implications for cultural minorities. *Professional Psychology: Research And Practice*, 46(3), 183-189. doi:10.1037/a0039278
- Livingston, J., Holley, J., Eaton, S., Cliette, G., Savoy, M. & Smith, N. (2008). Cultural competence in mental health practice, *Best Practices in Mental Health*, 4(2), p. 1-14.
- Mowbray., C., Oysterman, D., Bybee., D., MacFarlene, P. (2002). Parenting of mothers with a serious mental illness: Differential effects of diagnosis, clinical history, and other mental health variables, *Social Work*26(4), p. 225-241.
- Morrison, J. (1995) *DSM IV made easy: The clinician's guide to diagnosis*. Washington, DC: Guilford Press.
- Mullen, E., Bledsoe, S., Bellamy, J. (2008). Implementing evidenced based social work practice, *Research on Social Work Practice*, 18(4), p.325-338.
- Murdach, A. (2008). Negotiating with anti-social clients. *Social Work*, 53(2), p. 179-182.
- Murdach, A. (2007). Situational approaches to direct practice: Origin, decline, and re-emergence, *Social Work*, 52(3), p. 211-218.
- Newman, B., Clemmons, V. & Dannenfels, P. (2007). The diagnostic and statistical manual of mental disorders in graduate level education: Then and now. *Journal of Social Work Education*, 43(2), p.297-307.
- Parker, M., Erlbaum-Zur, P. & Chichin, E. (2008). Ethics of everyday life in geriatric care. *Journal of Jewish Communal Service*, 83 (2/3), p.146-154.

- Pledge, D. (2004). *Counseling adolescents and children: Developing your clinical style*. Belmont, CA: Thomson Books/Cole.
- Poulter, J. (2005). Integrating theory and practice: A new heristic paradigm for social work practice. *Australian Social Work, 58*(2), p. 199-212.
- Sethi, S. (2015). Changing Times: A new place for Attention deficit hyperactivity disorder. *Journal Of Indian Association For Child & Adolescent Mental Health, 11*(1), 80-93.
- Segal, V. (2005). Assessment of issues facing immigrants and refugee families. *Child Welfare, 84*(5), p.563-583.
- Starr, S. (2002). Factors affecting use of the mental health system by rural children. *Mental Health Nursing, 23*(3), p. 291-304.
- Turner, F. J. (2002). *Diagnosis in social work: New imperatives*. Binghamton, N.Y: Haworth.
- Walsh, J., Green, R., Matthews, J. & Bonucelli-Puerto, B. (2005). Social workers' views of the etiology of mental disorders: Results of a national study, *Social Work, 50*(1), p. 43-52.
- Wakefield, J. (2013). DSM-5: An overview of changes and controversies, *Clinical Social Work, 1*, p.139-154.
- White, V. (2002). Developing counseling objectives and empowering clients: A strength based perspective, *Journal of Mental Health Counseling, 24*(3),p.270-279.
- Zastrow, C. (2007). *The practice of social work: A comprehensive worktext (8<sup>th</sup> ed)*. Belmont, CA: Thomson Brooks/Cole.

#### **Movies:**

**Students will choose one of the following movies to use for all assignments found in the case file analysis. Students may request another movie upon permission of the instructor.**

A Beautiful Mind (2001) – Universal Studios  
 Analyze This (Warner Brothers, 1999)  
 As Good as it Gets (Tri Star Pictures, 1997)  
 August Osage County (2014) Director- Jonathan Levine  
 Born on the Fourth of July (1989) – Director Oliver Stone  
 Boys Don't Cry (1996)  
 Conspiracy Theory  
 Girl Interrupted (Columbia Pictures, 1999)  
 House of Sand and Fog (2003) Director: Vadim Perelman  
 I am Sam  
 Mommy Dearest (1981)  
 Monster (2003)  
 Mystic River (Warner Brothers, 2003)  
 Nim's Island  
 One Flew over the Cuckoo's Nest  
 Ordinary People (1980) – Director Robert Redford  
 Pulp Fiction (1994) – Director Quentin Tarantino  
 Rain Man (1993)

Silver Linings Playbook (2012) Director: David O’Russell  
Sling Blade (1996) – Director Billy Bob Thornton  
Sophie’s Choice (1982)  
Sybil (1976)  
The Hours  
The Legend of Bagger Vance (2000)  
The Other Sister (1999)  
The Piano (1993) – Director Jane Champion  
The Secret Life of Bees  
The Silence of the Lambs (1991)  
The Soloist  
What about Bob (1991) – Director Frank Oz  
When a Man Loves a Woman (1994) – Director Betty Thomas

### Appendix A

SWRK 623: Treatment Plan						
C1: Demonstrate Ethical and Professional Behavior; C7: Assess Individuals, Families, Groups, Organizations, and Communities; C8: Intervene with Individuals, Families, Groups, Organizations, and Communities, C9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities						
C1: Demonstrate Ethical and Professional Behavior <span style="color: red;">_____ Timeliness (10% deducted for each day late)</span>						
Dimension	1 Beginning	2 Developing	3 Marginal	4 Proficient	5 Exemplary	Score/ Comments
<i>Note to Instructor:</i>						
C7: Assess Individuals, Families, Groups, Organizations, Communities						
Targeting Symptoms	Does not include symptoms	Includes symptoms;  But is missing 3 of the components listed under the “exemplary” category	Includes symptoms;  But is missing 2 of the components listed under the “exemplary” category	Includes symptoms;  But is missing 1 of the components listed under the “exemplary” category	Targets identified issues of concern to that particular client system  Symptoms are linked with the goals  Identifies difference between signs and symptoms  Symptoms link with identified mental health	_____ Score earned

					diagnosis	
Goal Formulation	Does not include goals	Includes goals;  BUT is missing 3 of the 4 components listed under “exemplary” category	Includes goals;  BUT is missing 2 of the 4 components listed under “exemplary” category	Includes goals;  BUT is missing 1 of the 4 components listed under “exemplary” category	Includes two (2) short-term goals that flow from the assessment  Goals are measurable  Goals are client focused  Goals are realistic for client abilities  Write goals that are culturally sensitive	____ Score earned
Objective Formulation	Does not include objectives	Includes objectives;  BUT is missing 3 of the 3 components listed under the “exemplary category”	Includes objectives;  BUT is missing 2 of the 3 components listed under the “exemplary category”	Includes objectives;  BUT is missing 1 of the 3 components listed under the “exemplary category”	Includes 4 – 6 objectives for each goal  Objectives match identified goal  Objectives list who is	____ Score earned

		OR only includes 1 objective per goal	OR only includes 2 objectives per goal	OR only includes 3 objectives per goal	responsible for that particular item  Objectives contain expected date of completion	
<i>Note to Instructor:</i>						
C8: Intervene with Individuals, Families, Groups, Organizations, and Communities,						
Interventions	Does not include interventions	Includes interventions;  BUT is missing 3 of the components listed under the “exemplary” category	Includes interventions;  BUT is missing 2 of the components listed under the “exemplary” category	Includes interventions;  BUT is missing 1 of the components listed under the “exemplary” category	Targets interventions that will help to meet client goals  Able to link intervention to specific therapy models  Interventions are appropriate for client system developmental and intellectual level  Interventions are culturally	____ Score earned

					appropriate for client system	
<i>Note to Instructor:</i>						
C9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities						
Formulation	Does not a formulation	Includes an evaluation plan;  BUT is missing 3 of the components listed under “exemplary” category	Includes an evaluation plan;  BUT is missing 2 of the components listed under “exemplary” category	Includes a formulation;  BUT is missing 1 component listed under “exemplary” category	Includes the overall treatment formulation summary  Targets a diagnosis  Summarizes highlights of psychosocial  Signs/symptoms readdressed  Prognosis evaluated	____ Score earned