

ORIGINATOR'S SECTION:

1. College: CHABSS CoBA CoEHHS CSM
 Desired Term and Year of Implementation (e.g., Fall 2008):
 Fall 2018

2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) Yes No

3. Course will be a variable-topics (generic) course? Yes No
 ("generic" is a placeholder for topics)

4. Course abbreviation and Number:* MSW 660

5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)
Acceptance and Mindfulness-Based Interventions

6. Abbreviated Title for PeopleSoft:
 (no more than 25 characters, including spaces)
 ACT and Mind

7. Number of Units: 3

8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)
 Explores acceptance and mindfulness-based therapeutic approaches with diverse individuals and groups. Addresses engagement, assessment, planning, intervention, and evaluation approaches from a mindful and values-focused perspective.

9. Why is this course being proposed?
 This is a new elective course option that students can take in their studies. Students are required to take 9 elective units in their required course of study. It is not an additional required course and has been previously taught as a 690 class.

10. Mode of Instruction*
 For definitions of the Course Classification Numbers:
http://www.csusm.edu/academic_programs/curriculumsschedu/ling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	3	C5
Activity		
Lab		

11. Grading Method:*
 Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
 Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
 Credit/No Credit Only (C)
 Credit/No Credit or Report-in-Progress Only (CP)

12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.

13. Course Requires Consent for Enrollment? Yes No
 Faculty Credential Analyst Dean Program/Department - Director/Chair

14. Course Can be Taken for Credit More than Once? Yes No
 If yes, how many times? (including first offering)

15. Is Course Crosslisted: Yes No
 If yes, indicate which course _____ and check "yes" in item #22 below.

16. Prerequisite(s): Yes No

17. Corequisite(s): Yes No

18. Documentation attached: Syllabus Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:*

20. How often will this course be offered once established?* probably every other academic year

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

Trucker _____
 RP _____
 PS _____

RECEIVED
 OCT 30 2017
 BY: _____

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
(Mandatory information – all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? Yes No

If yes, please specify:

Elective for MSW program

22. Does this course impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* Yes No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline _____ Signature _____ Date _____ Support _____ Oppose _____

Discipline _____ Signature _____ Date _____ Support _____ Oppose _____

SIGNATURES : (COLLEGE LEVEL) :

- 1. Blake Beecher 9-15-17
Originator (please print or type name) Date
- 2. [Signature] 9-15-17
Program Director/Chair Date
- 3. [Signature] 10-30-17
College Curriculum Committee Date
- 4. [Signature] 10-30-17
College Dean (or Designee) Date

(UNIVERSITY LEVEL)

- 5. _____ Date
UCC Committee Chair
- 6. _____ Date
Vice President for Academic Affairs (or Designee)
- 7. _____ Date
President (or Designee)

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

CALIFORNIA STATE UNIVERSITY SAN MARCOS
Department of Social Work
MSW 660 Acceptance and Mindfulness-Based Interventions (3 Units)
Summer 2018

Instructor:	Days:
Office:	Time:
Hours: By Appointment	Phone:
E-mail:	

Course Description

Explores acceptance and mindfulness-based therapeutic approaches with diverse individuals and groups. Addresses engagement, assessment, planning, intervention, and evaluation approaches from a mindful and values-focused perspective.

Course Objectives

Upon Completion of this course, students will be able to:

1. Demonstrate knowledge of the theory and general principles and structure of acceptance and mindfulness approaches.
2. Utilize and demonstrate applied, experiential knowledge of Dialectical Behavior Therapy (DBT) including: dialectics, behavior analysis, wise mindedness, emotion regulation, distress tolerance, and interpersonal effectiveness.
3. Utilize and demonstrate applied, experiential knowledge of Acceptance and Commitment Therapy (ACT) including: creative hopelessness, present moment awareness, acceptance, control is the problem, defusing language, self as context, valuing, and willingness and commitment.

Required Texts

Van Dijk, S. (2013). *DBT made simple: A step-by-step guide to dialectical behavior therapy*. Oakland, CA: New Harbinger Press.

Harris, R. (2009). *ACT made simple: a quick-start guide to ACT basics and beyond*. Oakland, CA: New Harbinger Press.

You can buy each book online for around \$30 including shipping

Additional Readings

Moonshine, C. (2008). *Acquiring competency and achieving proficiency with dialectical behavior therapy: The clinician's guidebook*. (Vol II). Eau Claire, WI: PESI.

Eifert, G. H. & Forsyth J.P. (2005). *Acceptance and commitment therapy for anxiety disorders: a practitioner's treatment guide to using mindfulness, acceptance, and values-based behavior change strategies*. Oakland, CA: New Harbinger.

Other readings as assigned



Department of Social Work Classroom Conduct Policy

1. Classroom attendance and active participation are essential for achieving the student learning outcomes for courses. Students are expected to be present and prepared for every class meeting to promote effective learning of the course content. Unexcused absences, frequent tardy arrivals and/or leaving class early will affect a student's final grade. Petitioning for an excused absence is subject to the instructor's discretion.
2. Graduate students are expected to be active participants in class meetings. Lack of contribution to in-class discussions (and/or role play exercises) will adversely affect the student's grade. Conversely, attempts to dominate class discussions (and/or role play exercises) will also result in lower grades.
3. Cell phones, laptops, or tablets should only be used at breaks or as approved by instructor. Laptop/tablet use unrelated to class activities, texting, and frequent side conversations are not behaviors that show investment in the learning process and distract from student learning.
4. Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of course credit (i.e. a minimum of 6 hours of outside of class weekly effort for a 3 credit hour class).
5. All assignments are to be turned in on the due date **at the class meeting** per the class schedule. Assignments turned in after the time established by the instructor are considered late, with point deductions taken at the discretion of the instructor.
6. Information shared in class about practicum agency, staff and clients will be de-identified, in classroom discussion and in assigned papers. Personal material of students shared in the classroom as part of participating in class exercises and practice will not be shared with others outside of the classroom.
7. As a social work graduate student, you are expected to know and adhere to the NASW Code of Ethics. This is essential to becoming a professional social worker. See: <http://socialworkers.org/pubs/code/default.asp>

CSUSM Academic Honesty Policy

****Please refer to the CSUSM University Catalog section on Academic Honesty. Please consult with the instructor if you have any questions concerning the completion of course requirements. Students are expected to adhere to the standards of academic honesty and integrity outlined in the CSUSM University Catalog section on Academic Honesty. All written assignments and oral presentations must be original work. All ideas/materials borrowed from other sources must have appropriate citations/references to the original sources, according to APA style format. Any quoted material should give credit to the source and be punctuated accordingly.**

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. The CSUSM University Catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has

been an infraction by someone in the class, please bring this to the instructor’s attention. I reserve the right to apply the academic honesty policy in accordance with the general rules and regulations of CSUSM. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an assignment or the entire course. Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students Web site: <https://biblio.csusm.edu/research-help/plagiarism-how-to-avoid-it>. If there are questions about academic honesty, please consult the department chair.

Students with Special Needs

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909, and by email at dss@csusm.edu. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours in order to ensure confidentiality.¹

Course Format

Material will be presented in a variety of formats including lectures, videos, discussions, and mini-group and individual in-class assignments. The instructor will help students engage with the material and practice new skills. Students are required to prepare for class by completing readings and other assignments.

Writing Criteria

All writing assignments will be completed and submitted in APA style if so indicated. See Grading section concerning grading that pertains to the use of APA format in papers. The written assignments meet the All-University Writing Requirement as described in the CSUSM University Catalog.

Assignments and Participation

Course Assignments	Points	Due Date
<p>Leading a small group & reading discussion As assigned, based on the weekly readings, in small groups, students (1 student leading a group of 3-4 other students) will be do an application activity in which a student will teach a skill, utilize a metaphor, or provide a brief intervention, utilizing the other group members as clients in a group setting for 5-8 minutes. Students will discuss the application activity and then lead the small group in discussions about the readings for that week expanding upon the readings. Students will</p>	20	As Assigned

¹ CSUSM Senate Resolution GEC 277-04 04/06/2005

<p>be graded on how prepared they are for the brief application and discussion of the readings, their understanding of the content of the readings, as well as their ability to involve and integrate the other members in the group processes. The small group discussions will last approximately 25 minutes. If the leader is talking for the majority of the small group, this is a demonstration of the lack of integration of group members in the group process and will result in a deduction in points.</p>		
<p>Observation Critiques Five times during the semester, students, in groups of three, will conduct practice role-plays utilizing a <i>Clinical Feedback Form</i> for feedback to the person playing counselor. One student will act as an interviewer, one student will act as client and one student will act as a “reflecting team” to the process. All three students will change roles. The student reviewer observing each role play will use the form to provide feedback to the practice counselor on the use of DBT & ACT fundamental skills. Students have to be present, engaged, self-reflective, willing to learn and accept feedback, and provide meaningful and thoughtful feedback to receive full points. “You did great! Awesome job!” or “Just okay.” are examples of poor feedback which will not help students improve professional skills. Specific feedback with examples is expected to receive full points.</p> <p>After EACH practice counseling session, all members of the team - the practice counselor, practice client and reviewer(s) - will discuss how the session went. All will contribute to written feedback that will be recorded on the <i>Clinical Feedback Forms</i> (one per student reviewer). Each practice counselor is responsible to keep his/her own critiques to submit with the Self-Assessment Paper. An individual will be observed at least 5 times throughout the semester so there will be a total of 5 <i>Clinical Feedback Forms</i> (<i>there will be different forms used</i>) for each practice counselor. These must be saved and submitted with the Self-Assessment Paper.</p>	35	TBD
<p>Mindfulness Practice Exercises Students will practice doing mindfulness at least 2 times weekly before class. Choose from the many guided exercises on the Moodle announcements page. Make a note about which mindfulness exercise you chose and write a brief paragraph about each mindfulness exercise. 1 page max (5 points weekly for 7 weeks).</p>	35	Weekly Starting in Week 2
<p>Quizzes There are 2 quizzes worth 50 points each to help you meet the course objectives.</p>	100	Week 4 Week 10
<p>Counseling Video Demonstration Each student will be assigned in groups of 3 for this role play and will demonstrate a DBT/ACT technique. Students will come up with client scenarios together and each student will thoughtfully plan the</p>	50	Week 8

<p>intervention to be demonstrated. Each student will conduct a 7-10 minute session with his/her client utilizing a specific DBT or ACT concept/technique. At the beginning of the video before the role play, the student will present the following information:</p> <ol style="list-style-type: none"> 1. Intro to client context: age, type of setting, which session, nature of the issue 2. Selected intervention's view of the client's problem 3. Specific technique(s) demonstrated <p>Please upload your video to youtube and provide a link to your video in the Video Demonstration Discussion board on Moodle.</p> <p>This presentation will be graded on the 3 items above, the ability of the student to demonstrate basic competency in the selected technique (following the general structure found in the readings), and organization and clarity.</p>		
<p>Video Responses</p> <p>Students will view and respond to 3 (5 points each) student demonstrations on the Video Demonstration Discussion board in Moodle. (Please select a video which has the least number of responses). A response will consist of:</p> <ol style="list-style-type: none"> 1. What was the technique demonstrated and how does this fit into the main intervention modality? 2. Discuss 2 technique consistent behaviors demonstrated in the video. 3. Discuss 2 areas for the student to improve upon. 	15	Week 9
<p>Self-Assessment Paper</p> <p>The student will assess his or her progress in learning the DBT/ACT model in a 6-7 page APA format paper. Part I is focused on the student's assessment of their counseling video and is informed by the student's insight and the peer video responses to their video. Part II is focused on the student's progress throughout the semester in DBT and ACT skills and is informed by your experience in role plays in class and the information from the 5 <i>Clinical Feedback Forms</i>. The self-assessment paper and the peer observation <i>Clinical Feedback Forms</i> need to be turned in together.</p> <p>The self-assessment paper should include:</p> <p>Part I. Video Assessment</p> <ul style="list-style-type: none"> • How did the client context inform your intervention? • Self-assessment as to your fidelity to the model, efficacy of intervention attempted, 2 specific areas of strength, 2 specific areas to improve. • What would be the next 2 intervention steps you would take with the client and why? (Where would you go from here with the client?) <p>Part II. Practice Progress Assessment</p>	50	Week 10

<ul style="list-style-type: none"> • Client's thoughts and feelings: how did your work with client thoughts and feelings change over the course of the class? What are the principles/techniques you found most effective? • Client coping focus vs. values: how did your work with client values change over the course of the class? What principles/techniques did you find most effective? • How did your Open ended Questions, Affirmations/validation, Reflective statements, Summarizing skills (OARS) change over the course of the semester? • What professional skills or behaviors do you see as strengths and areas for improvement? 		
Total	305	

Course Outline and Assignments

Date	Readings	Topic
Week 1:		
6-8		Introductions, syllabus. Dialectical Behavior Therapy (DBT) Overview
Week 2:		
6-15	Chapters 1-4 Van Dijk	DBT structure, behavior theory CLASS ENTIRELY ONLINE
Week 3:		
6-22	Chapter 5-8 Van Dijk Reading: Psychoeducation Effective Strategies	DBT Skills: Mindfulness & Teaching the Skills Emotional Regulation and Distress Tolerance
Week 4:		
6-29	Chapter 9-12 & Conclusion Van Dijk Midterm Exam	DBT skills: Emotions and Relational effectiveness
Week 5:		
7-6	Chapter 1-3 Harris Reading: ACT brief overview	ACT: Introduction & Overview, Fusion and avoidance, functional contextualism CLASS ENTIRELY ONLINE
Week 6:		
7-13	Chapter 9-11 Harris	ACT: Mindfulness, Self as Context, Valuing CLASS ENTIRELY ONLINE
Week 7:		
7-20	Chapter 4-6 Harris	ACT: Experiential/metaphors, ACT sessions & structure, Creative Hopelessness

Week 8:		
7-27	Chapter 7, 8 Harris	ACT: Defusion, Acceptance Videos Due
Week 9:		
8-3	Chapter 12-15 Harris	ACT: Willingness and commitment, Workability, Therapeutic Relationship Video Responses due
Week 10:		
8-10		Final Exam, Self-Assessment Paper Due

Grading Policy for the Course:

A final letter grade for this course and grades for course requirements will adhere to letter grade standards as specified in the CSUSM University Catalog section on Grading System and Policies. Your papers will be evaluated for conceptualization, conciseness, and organization, as well as proper grammar, word usage, punctuation, spelling, and APA style.

Grading Scale

The following plus/minus grading system will be used, based on total percentage earned. A grade of C or better is required for satisfactory completion of the course.

A = 93% -100%
A- = 90% - 92%
B+ = 87% - 89%
B = 83% - 86%
B- = 80% - 82%
C+ = 77% - 79%

D+ = 67% - 69%
D = 63% - 66%
D- = 60% - 62%
F = <59%

C = 73% - 76%
C- = 70% - 72%