

**III. COURSE DESCRIPTION:**

Using the Core Competencies of Employee Assistance Programs as a framework, this course introduces students to the tasks social workers perform in work-related settings. The focus is on services designed to improve and/or maintain the productivity and healthy functioning of individuals in the workplace through the application of specialized knowledge and expertise about human behavior and mental health. Short-term interventions to address problems that affect work performance are reviewed. Issues of cultural competence, ethical dilemmas, and competing goals that derive from the provision of social work services in workplace settings are examined throughout the course.

**II. CATALOGUE DESCRIPTION:**

Social work services designed to improve and/or maintain the productivity and healthy functioning of individuals in the workplace

Course Day: Friday

Course Time: 1:00 – 3:50

Course Location: City Center G

Instructor: L. Debbie Murad, LCSW

E-Mail: lmurad@aol.com

Telephone: 310-953-5169

Office: C

Office Hours: By Appointment, after class

**I. COURSE PREREQUISITES:** Semester 1 Foundation Coursework

**Social Work 652**

Social Work Practice in Workplace Settings

3 Units

**IV. COURSE OBJECTIVES:**

The course (SOWK 652) will prepare students to:

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| **Objective #** | **Objectives** |
| 1 | Increase students’ awareness of the issues of ethical dilemmas and competing goals that derive from the provision of social work services in workplace settings. |
| 2 | Increase students competence in assessing common problems of adults in workplace settings |
| 3 | Facilitate students’ ability to identify interventions that have been supported by research as being effective in workplace settings. |
| 4 | Provide students with the knowledge necessary to evaluate the effectiveness of services from the viewpoint of the employee and the organization. |

**V. V.COURSE FORMAT/ INSTRUCTIONAL METHODS**

The format of the course will consist of didactic instruction and experiential exercises. Case vignettes, videos, and role-plays will also be used to facilitate the students’ learning. These exercises may include the use of videotapes, role-play, or structured small group exercises. Material from the field will be used to illustrate class content and to provide integration between class and field. Confidentiality of material shared in class will be maintained. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice.

**VI. STUDENT LEARNING OUTCOMES**

Student learning for this course relates to one or more of the following nine social work core competencies as established in March 2015 by the Council on Social Work Education (CSWE):

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| **Social Work Core Competencies** | | **SOWK 652** | **Course Objective** |
| 1 | **Demonstrate Ethical and Professional Behavior** |  |  |
| 2 | **Engage Diversity and Difference in Practice** |  |  |
| 3 | **Advance Human Rights and Social, Economic & Environmental Justice** |  |  |
| 4 | **Engage in Practice-informed Research and Research-informed Practice** |  |  |
| 5 | **Engage in Policy Practice** |  |  |
| 6 | **Engage with Individuals, Families, Groups, Organizations and Communities** | **\*** | **1** |
| 7 | **Assess Individuals, Families, Groups, Organizations and Communities** | **\*** | **1, 2** |
| 8 | **Intervene with Individuals, Families, Groups, Organizations and Communities** | **\*** | **1,3** |
| 9 | **Evaluate Practice with Individuals, Families, groups, Organizations and Communities** | **\*** | **1, 4** |

\* Highlighted in this course

The following table summarizes the above-highlighted CSWE competencies, the related student learning outcomes, and the method of assessment for those competencies upon which this course focuses:

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| **Engage with Individuals, Families, Groups, Organizations and Communities**   * Understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. * Value the importance of human relationships. * Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. * Understand strategies to engage diverse clients and constituencies to advance practice effectiveness. * Understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. * Value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. | Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks to engage with clients and constituencies, with specificity to the workplace environment. |  |
| Use empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies, within an EAP and short-term model. |

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| **Assess Individuals, Families, Groups, Organizations and Communities**   * Understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. * Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. * Understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. * Recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. * Understand how their personal experiences and affective reactions may affect their assessment and decision-making. | Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. | Assignment 1 |
| Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies, with emphasis on workplace services. |
| Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies. |
| Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies of workplace services. |

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| **Intervene with Individuals, Families, Groups, Organizations and Communities**   * Understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. * Knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. * Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. * Understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals.   Value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. | Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies relevant to EAP and/or workplace services. | Classroom Discussion  Assignment 1 & 2 |
| Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. |
| Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. |
| Negotiate, mediate and advocate with and on behalf of diverse clients and constituencies. |
| Facilitate effective transitions and endings that advance mutually agreed-on goals for workplace clients. |

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| **Evaluate Practice with Individuals, Families, Groups, Organizations and Communities**   * Understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. * Recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. * Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes.   Understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. | Select and use appropriate methods for evaluation of outcomes. | Assignment 3 |
| Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in the evaluation of outcomes, with particular emphasis upon workplace settings. |
|  | Critically analyze, monitor and evaluate intervention and program processes and outcomes for workplace services. |
|  | Apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels. |

**VII. COURSE ASSIGNMENTS, DUE DATES, & GRADING**

| **Assignment** | **Due Date** | **% of Final Grade** |
| --- | --- | --- |
| Assignment 1: Case Study, Assessment, intervention and Practice Setting Analysis | Week 6 | 30% |
| Assignment 2: Role Play | Weeks 8-10 | 25% |
| Assignment 3: Evaluation of the Effectiveness | Week 15 (oral presentation & paper) | 35% |
| Class Participation | Ongoing | 10% |

**Assignment 1: Research paper** **– 30% of Course Grade**

This assignment is a research paper based on Unit 3 (common problems/issues seen in the workplace) topics. Students will choose a specific problem/issue from one of the five areas covered (family, work, emotional, substance use, safety) and discuss: 1) how it is commonly manifested in the workplace setting, incorporating relevant issues of gender, culture and other issues of diversity; 2) at least 2 ways in which the problem/issue is or can be assessed in the workplace setting, and; 3) potential issues of confidentiality in the assessment process. Specific directions will be discussed in class.

**Assignment 1 Due: Unit 6;** *This assignment relates to student learning outcomes 1 and 2.*

**Assignment 2: Role Play & Topic Presentation (25% of Course Grade)**

Role Play: students will present a role play covering a topic introduced in Units 4-7. Students will create and perform a brief in-class role play acting as the social worker, along with another student volunteer acting as the recipient of the service. Additionally, students are expected to participate at least once as a volunteer in another student’s role play. Details of the assignment will be handed out and discussed in class.

**Due: Units 8-10;** *This assignment relates to student learning outcomes 3.*

**Assignment 3 – (35% of Course Grade)**

This assignment focuses on evaluating the effectiveness of services provided in the workplace/EAP setting, including internal or external EAPs, Work/Life programs, Wellness programs, Behavioral Health Disability Management, or external coaching services. Students will choose a problem focus (e.g. substance abuse) and use research and theoretical literature to support the development of a plan of services and evaluating the clinical efficacy of the intervention(s).

**Oral Presentaion due in class, Unit 15**

**Final Paper due: Unit 15;** *This assignment relates to student learning outcome 4.*

**Class participation (10% of Course Grade)**

Class participation is defined as students’ active engagement in class-related learning. Students are expected to participate fully in the discussions and activities that will be conducted in class. Students are expected to contribute to the development of a positive learning environment and to demonstrate their learning through the quality and depth of class comments, participation in small group activities, and experiential exercise and discussions related to readings, lectures, and assignments. Class participation should consist of meaningful, thoughtful, and respectful participation based on having completed required and independent readings and assignments prior to class. When in class, students should demonstrate their understanding of the material and be prepared to offer comments or reflections about the material, or alternatively, to have a set of thoughtful questions about the material. Class participation evaluation will be based on the following criteria:

1. **Good Contributor:** Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights, and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished. Attendance is factored in.

2. **Adequate Contributor:** Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, and provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, are fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat. Attendance is factored in.

3. **Non-participant:** This person says little or nothing in class. Hence, there is not an adequate basis for evaluation. Attendance is factored in.

4. **Unsatisfactory Contributor:** Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights, and do not provide a constructive direction for the class. Integrative comments and effective challenges are absent.

**Due: Ongoing**

Class grades will be based on the following grading scale :

| **Class Grades** | | **Final Grade** | |  |
| --- | --- | --- | --- | --- |
| 3.85 – 4.00 | A | 93 – 100 | A | The student’s work demonstrates a very good mastery of content (to the highest degree) that also shows that the student has undertaken a complex task, has applied very strong critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. |
| 3.60 – 3.84 | A- | 90 – 92 | A- | The student’s work demonstrates a very good mastery of content, shows that the student has undertaken a complex task, has applied strong critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment |
| 3.25 – 3.59 | B+ | 87 – 89 | B+ | The student’s work demonstrates a good mastery of content, has applied a moderate level of critical thinking, and a more-than-competent understanding of the material being tested or required in the assignment. |
| 2.90 – 3.24 | B | 83 – 86 | B | The student’s work meets the basic requirements of the assignment, has applied minimal critical thinking, evidences that the student has done adequate work on the assignment, and meets basic course expectations. |
| 2.60 – 2.89 | B- | 80 – 82 | B- | The student’s work meets the basic requirements of the assignment, has applied little to no critical thinking, evidences that the student has done adequate work on the assignment and meets basic course expectations. |
| 2.25 – 2.59 | C+ | 77 – 79 | C+ | Grades of a C+ are applied to a student’s work that reflects a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. |
| 1.90 – 2.24 | C | 73 – 76 | C | Grades of a C- are applied to a student’s work that reflects a very limited grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. |
|  |  | 70 – 72 | C- | Grades of a C- to an F will be applied to a student’s work to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment. |

**VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES**

ARES – Required journal articles or single book chapter articles are included in the ARES database under this course number and the lead instructor’s name.

## Recommended Guidebook for APA Style Formatting

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

## Recommended Websites

National Associate of Social Workers  
<http://www.naswdc.org>

The Elements of Style–A Rule Book for Writing  
<http://www.bartleby.com/141/>

USC Guide to Avoiding Plagiarism  
<http://www.usc.edu/student-affairs/student-conduct/ug_plag.htm>

Purdue OWL: APA Style and Formatting Guide

<http://owl.english.purdue.edu/owl/resource/560/01/>

**Course Overview**

| **Unit** | **Topics** | **Assignments** |
| --- | --- | --- |
| **1** | * **Introduction and Overview**   + Course Introduction   + Overview of Practice Settings   + EAP Core Competencies |  |
| **2** | * **Introduction to Practice Settings, Roles and Ethical Concerns in Work-Related Practice Environments**   + Review of Social Work Ethics   + Employee Assistance Program Association Ethics   + Ethical concerns and conflicts |  |
| **3** | * **Confidential and timely problem identification/assessment services for employee clients with personal concerns that may affect job performance (Core Competency #3)**    + Assessment of common problems seen in workplace settings     - Family     - Work: Employment, Conflict Management, Job Stress     - Emotional     - Substance Use and Dependence     - Safety   + Issues of Confidentiality |  |
| **4 -7** | * **Use of motivation and short-term intervention with employees to address problems that affect job performance (Core Competency #4)**   + Unit 4     - Choosing Evidence-Based Interventions     - Substance abuse/dependence       * Review of SBIRT   + Unit 5     - Emotional       * Depression       * Anxiety       * Grief and Loss   + Unit 6     - Safety       * Crisis intervention in the workplace   + Unit 7     - Family Relationships     - Caregiver Issues     - Work-Life Balance |  |
| **8** | * **Referral of employees for problem identification, treatment, and assistance, monitoring and follow-up services (Core Competency #5)**   + Factors which enhance service utilization   + Barriers to service utilization     - Stigma   + Onsite versus offsite service location |  |
| **9** | * **Assisting work organizations in establishing and maintaining effective relations with treatment and other service providers, and in managing provider contracts (Competency #6)**   + Managing inter-organizational relationships   + Service coordination |  |
| **10** | * **Consultation with, training of, and assistance to work organization leadership (managers, supervisors, and union officials) seeking to manage troubled employees, enhance the work environment, and improve employee job performance (Core Competency #1)**   + Characteristics of a healthy workplace   + Employee well-being |  |
| **11** | * **Evaluation of the effects of EA services on individual job performance; Reporting and Utilization and the effects of EA services on work organizations (Core Competency #8)**   + Choosing performance measures     - Measuring well-being     - Absenteeism   + Cost-benefit analysis |  |
| **12** | * **Consultation to work organizations to encourage availability of and employee access to health benefits covering medical and behavioral problems including, but not limited to, alcoholism, drug abuse, and mental and emotional disorders (Core Competency #7)**   + Review of the Affordable Care Act   + Review of the Federal Mental Health Parity Act   + Implications of the Affordable Care Act and the Federal Mental Health Parity Act for EAP providers |  |
| **13** | * **Active promotion of the availability of EA services to employees, their family members, and the work organization (Core Competency #2)**   + Determining demand for services     - Employee needs     - Employer needs   Increasing service utilization |  |
| **14** | * **Emerging Issues**   + Aging workers in the workplace   + Persons with disabilities in the workplace   + Workplace violence     - Bullying   + The role of EAPs in the military   + **Self-Care** |  |
| **15** | * **Presentations, Summary and Class Evaluation**    + Presentations   + Class Evaluation |  |
| **STUDY DAYS / NO CLASSES** | | |
| **FINAL EXAMINATIONS - Assignment 3** | | |

Course Schedule―Detailed Description

| **Unit 1: Course Introduction and Overview** |  |
| --- | --- |
| **Topics** | |
| * Review of syllabus, objectives, assignments, reading and resources * Overview of Practice Settings * Review of EAP Core Technologies | |

### Required Readings

Kurzman, P. A. (2013). Employee assistance programs for the new millennium: Emergence of the comprehensive model.*Social Work in Mental Health, 11*(5), 381-403.

Masi, D. A. (2011). Redefining the EAP field.*Journal of Workplace Behavioral Health, 26*(1), 1-9.

**Recommended Readings**

Dixon, C. G., & Wright, T. J. (2003). Cultural diversity issues in employee assistance programs. In M. Richard, W. Emener & W. Hutchingson (Eds.) *Employee assistance programs: Wellness/enhancement programming (3rd ed.).* (pp. 238-244) Charles C Thomas Publisher, Springfield, IL.

| **Unit 2: Introduction to Practice Settings, Roles and Ethical Concerns in Work-Related Practice Environments** |  |
| --- | --- |
| **Topics** | |
| * Review of Social Work Ethics * Employee Assistance Program Association Ethics * Ethical concerns and conflicts   + confidentiality | |

### Required Readings

Bakalinsky, R. (1980). People vs. profits: Social work in industry. *Social Work, 11*, 471-475. (Classic article)

Emerer, W. & Hutchinson, W. (2009). Professional, ethical and program developments in employee assistance programs. In M. Richard, W. Emener & W. Hutchingson (Eds.) Employee assistance programs: Wellness/enhancement programming (3rd ed). (pp. 239-253). Springfield, Ill: Charles C. Thomas.

Review NASW Code of Ethics - <http://www.socialworkers.org/pubs/code/default.asp>

Review EAPA Code of Ethics- <http://www.eapassn.org/Portals/11/Docs/About/EAPACodeofEthics0809.pdf>

**Recommended Readings**

Akabas, S. & Kurzman, P. (2005). Social work in the world of work and in traditional settings. In *Work and the workplace: A resource for innovative policy and practice* (pp. 88-124). New York: Columbia University Press.

| **Unit 3: Confidential and timely problem identification/assessment services for employee clients with personal concerns that may affect job performance (Core Competency #3)** |  |
| --- | --- |
| **Topics** | |
| * Assessment of common problems seen in workplace settings   + Family   + Work: Employment, Conflict Management, Job Stress   + Emotional   + Substance Use and Dependence   + Safety * Issues of Confidentiality | |

### Required Readings

Akabas, S. & Kurzman, P. (2005). Distinctive presenting problems. In *Work and the workplace: A resource for innovative policy and practice* (pp. 125-144). New York: Columbia University Press.

Congress, E. (2013). Assessment of adults. In M. Holosko, C. Dulmus & K, Sowers (Eds.), *Social work practice with individuals and families: Evidence-informed assessments and interventions* (125-145)*.* Hoboken, N.J.: John Wiley and Sons.

Kadushin, A. & Kadushin, G. (2013). Cross cultural interviewing. In *The social work interview* (pp. 287-209). New York: Columbia University Press.

**Recommended Readings**

Gates, T. & Mitchell, C. (2013) Workplace stigma-related experiences among Lesbian, Gay, and Bisexual workers: Implications for social policy and practice. *Journal of Workplace Behavioral Health, 28*(3), 159-171,

Gerdes, K., & Segal, E. (2011). Importance of empathy for social work practice: Integrating new

science. *Social Work, 56*(2), 141-148.

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| **Unit 4-Unit 7** | **Use of constructive confrontation, motivation and short-term intervention with employee to address problems that affect job performance (Core Competency #4)** |

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| **Unit 4** |
| * Choosing Evidence-Based Interventions * Substance abuse/dependence   + Review of SBIRT  Required Readings Jacobson, J. M., & Sacco, P. (2012). Employee assistance program services for alcohol and other drug problems: implications for increased identification and engagement in treatment. *The American Journal on Addictions*, *21*(5), 468-475.  McLeod, J. (2010). The effectiveness of workplace counselling: A systematic review.*Counselling & Psychotherapy Research, 10*(4), 238-248. |

Schneider, R.J., Casey, J., & Kohn, R. (2000). Motivational versus confrontational interviewing: A comparison of substance abuse assessment practices at Employee Assistance Programs. *The Journal of Behavioral Health Services & Research*, 27(1), 60- 74.

**Recommended Readings**

Osilla, K. C., dela Cruz, E., Miles, J. N. V., Zellmer, S., Watkins, K., Larimer, M. E., & Marlatt, G. A. (2010). Exploring productivity outcomes from a brief intervention for at-risk drinking in an employee assistance program.*Addictive Behaviors, 35*(3), 194-200.

Strickler, G. K., Reif, S., Merrick, E. L., Horgan, C. M., & Hiatt, D. (2012). Substance abuse treatment preferences in an employed population.*Journal of Workplace Behavioral Health, 27*(2), 117-125.

Substance Abuse and Mental Health Services Administrations (2012). White Paper on Screening, Brief

Intervention and Referral to Treatment (SBIRT) in Behavioral Healthcare. Retrieved from <http://www.samhsa.gov/prevention/sbirt/>

Wilcox, R. & Erickson, C. (2012). The brain biology of drug abuse and addiction. In C.A. McNeece & D. DiNitto, *Chemical dependency: A systems approach* (pp.39-55).Boston, MA: Pearson.

**Unit 5**

* Emotional
  + Depression
  + Anxiety
  + Grief and Loss

### Required Readings

Lam, R. W., Wolinsky, D., Kinsella, C., Woo, C., Cayley, P. M., & Walker, A. B. (2012). The prevalence and impact of depression in self-referred clients attending an employee assistance program.*Journal of Occupational and Environmental Medicine, 54*(11), 1395-1399.

Lerner, D., Adler, D., Hermann, R. C., Chang, H., Ludman, E. J., Greenhill, A., . . . Rogers, W. H. (2012). Impact of a work-focused intervention on the productivity and symptoms of employees with depression.*Journal of Occupational and Environmental Medicine, 54*(2), 128-135.

Reavley, N. J., Ross, A., Killackey, E. J., & Jorm, A. F. (2012). Development of guidelines to assist organisations to support employees returning to work after an episode of anxiety, depression or a related disorder: A delphi consensus study with Australian professionals and consumers.*BMC Psychiatry, 12,* 135-141.

**Recommended Readings**

Cozolino, L. (2010). The anxious and fearful brain. In *The neuroscience of psychotherapy* (2nd ed., pp. 239-261)*.* New York, NY: W.W. Norton.

Berzoff, J. (2011). Anxiety and its manifestations. In J. Berzoff, L.M. Flanagan, & P. Hertz (Eds.), *Inside out and outside in* (3rd ed*.*, pp. 416-439). Lanham, MD: Rowman & Littlefield.

Berzoff, J. (2011). Anxiety and its manifestations. In J. Berzoff, L.M. Flanagan, & P. Hertz (Eds.), *Inside out and outside in* (3rd ed*.*, pp. 416-439). Lanham, MD: Rowman & Littlefield.

Lam, R. W., Lutz, K., Preece, M., Cayley, P. M., & Walker, A. B. (2011). Telephone-administered cognitive-behavioral therapy for clients with depressive symptoms in an employee assistance program: A pilot study.*Annals of Clinical Psychiatry, 23*(1), 11-16.

**Unit 6**

* Safety
  + Crisis intervention in the workplace

Greene, G. J., & Lee, M. (2015). How to work with clients' strengths in crisis intervention: A solution-focused approach. *Crisis intervention handbook: Assessment, treatment, and research (4th ed.).* (pp. 69-98) Oxford University Press, New York, NY.

Myer, R. A., Lewis, J. S., & James, R. K. (2013). The introduction of a task model for crisis intervention.*Journal of Mental Health Counseling, 35*(2), 95-107.

Regehr, C. (2011). Crisis theory and social work treatment. *Social work treatment: Interlocking theoretical approaches (5th ed.).*(pp. 134-143) Oxford University Press, New York, NY.

**Unit 7**

* Family Relationships
* Caregiver Issues
* Work-Life Balance

Hammer, L. B., Cullen, J. C., & Shafiro, M. V. (2006). Work-family best practices.In F. Jones, R. Burke & M. Westman (Eds). Work-life balance: A psychological perspective. New York: Psychology Press.

Mains, D. A., Fairchild, T. J., & René, A. A. (2006). An employee assistance program for caregiver support. *Journal of Gerontological Social Work*, *47*(1-2), 157-173.

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| Bocchicchio, A. M. (2007). Fathers in the workplace: The use of EAP core technology functions in assisting fathers with work/family balance.*Journal of Workplace Behavioral Health, 22*(1), 89-102.  **Recommended Readings** |
|  |

Bernard, M., & Phillips, J. E. (2007). Working carers of older adults: What helps and what hinders in juggling work and care? *Community, Work & Family, 10*(2), 139-160.

| **Unit 8: Referral of employees for problem identification, treatment, and assistance, monitoring and follow-up services (Core Competency #5)** |  |
| --- | --- |
| **Topics** | |
| * Factors which enhance service utilization * Barriers to service utilization   + Stigma   + Onsite versus offsite service location | |

### Required Readings

Butterworth, I. E. (2001). The components and impact of stigma associated with EAP counseling. *Employee Assistance Quarterly*, *16*(3), 1-8.

Sharar, D. A., Pompe, J. C., & Attridge, M. (2013). Onsite Versus Offsite EAPs: A Comparison of Workplace Outcomes. *Journal of Employee Assistance*, *43*(2).

Weiss, R. M. (2003). Effects of program characteristics on EAP utilization.*Employee Assistance Quarterly, 18*(3), 61-70.

**Recommended Readings**

Nobrega, S., Champagne, N. J., Azaroff, L. S., Shetty, K., & Punnett, L. (2010). Barriers to workplace stress interventions in employee assistance practice: EAP perspectives.*Journal of Workplace Behavioral Health, 25*(4), 282-295.

Reynolds, G. S., & Lehman, W. E. K. (2003). Levels of substance use and willingness to use the employee assistance program. *The Journal of Behavioral Health Services & Research, 30*(2), 238-248.

Szeto, A. C., & Dobson, K. S. (2010). Reducing the stigma of mental disorders at work: a review of current workplace anti-stigma intervention programs. *Applied and Preventive Psychology*, *14*(1), 41-56

| **Unit 9: Coordination of Care, Intervention and/or Treatment Planning and implementation, Linkage and Referrals (Competency #6)** |  |
| --- | --- |
| **Topics** | |
| * Managing inter-organizational relationships * Service coordination | |

**Required Readings**

Browne, T., Darnell, J., Savage, T. E., & Brown, A. (2015). Social Workers as Patient Navigators: A Review of the Literature. *Social Work Research*, 158-166.

Bunger, A. C. (2010). Defining service coordination: A social work perspective.*Journal of Social Service Research, 36*(5), 385-401.

Lewis, L., Isbell, M. G., & Koschmann, M. (2010). Collaborative tensions: Practitioners' experiences of interorganizational relationships.*Communication Monographs, 77*(4), 460-479.

**Recommended Readings**

Longoria, R. A. (2005). Is inter-organizational collaboration always a good thing?*Journal of Sociology and Social Welfare, 32*(3), 123-138.

National Association of Social Work (2013) NASW Standards for Social Work Case Management. NASW Press: Washington, D.C.

Hughes, D., Elkin, C., & Epstein, I. (2004). Long term counseling: A feasibility study of extended follow-up services with high risk EAP clients. *Journal of Employee Assistance, 34*(1), 15–18.

| **Unit 10: Consultation with, training of, and assistance to work organization leadership (managers, supervisors, and union officials) seeking to manage troubled employees, enhance the work environment, and improve employee job performance (Core Competency #1)** |  |
| --- | --- |
| **Topics** | |
| * Characteristics of a healthy workplace * Employee well-being | |

### Required Readings

Dewa, C. S., Burke, A., Hardaker, D., Caveen, M., & Baynton, M. A. (2007). Mental health training programs for managers: What do managers find valuable? *Canadian Journal of Community Mental Health*, *25*(2), 221-239.

Grawitch, M. J., Gottschalk, M., & Munz, D. C. (2006). The path to a healthy workplace: A critical review linking healthy workplace practices, employee well-being, and organizational improvements.*Consulting Psychology Journal: Practice and Research, 58*(3), 129-147.

Page, K. M., & Vella-Brodrick, D. (2009). The 'what', 'why' and 'how' of employee well-being: A new model.*Social Indicators Research, 90*(3), 441-458.

**Recommended Readings**

Martin, A. (2010). Individual and contextual correlates of managers' attitudes toward depressed employees. *Human Resource Management*, *49*(4), 647-668.

Martin, A., & Fisher, C. D. (2014). Understanding and improving managers' responses to employee depression. *Industrial and Organizational Psychology*, *7*(2), 270-274.

| **Unit 11: Evaluation of the effects of EA services on individual job performance; Reporting and Utilization and the effects of EA services on work organizations (Core Competency #8)** |  |
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| **Topics** |
| * Choosing performance measures   + Measuring well-being   + absenteeism * Cost-benefit analysis |

### Required Readings

Jacobson, J., Jones, A. & Bowers, N. (2011). Using existing employee assistance program case files to demonstrate outcomes. *Journal of Workplace Behavioral Health, 26*(1), 44-58.

Swayze, J. & Burke, L. (2013) Employee Wellness Program outcomes: A case study. *Journal of Workplace Behavioral Health, 28*(1), 46-61.

Courtois, P., Hajek, M., Kennish, R., Paul, R., Seward, K., Stockert, T. J., & Thompson, C. (2005). Performance measures in the employee assistance program. *Employee Assistance Quarterly*, *19*(3), 45-58.

**Recommended Readings**

Csiernik, R. (2011). The glass is filling: An examination of employee assistance program evaluations in the first decade of the new millennium.*Journal of Workplace Behavioral Health, 26*(4), 334-355.

| **Unit 12: Consultation to work organizations to encourage availability of and employee access to health benefits covering medical and behavioral problems including, but not limited to, alcoholism, drug abuse, and mental and emotional disorders (Core Competency #7)** |  |
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**Topics**

* Review of the Affordable Care Act
* Review of the Federal Mental Health Parity Act
* Implications of the Affordable Care Act and the Federal Mental Health Parity Act for EAP providers

### Required Readings

McCann, B. (2014). The Affordable Care Act and beyond. *The Journal of Employee Assistance. 44,* 26.

Frauenholtz, S. (2014). Responding to the affordable care act: A leadership opportunity for social workers in employee assistance programs.*Health & Social Work, 39*(3), 153-160.

Beronio, K., Glied, S., & Frank, R. (2014). How the Affordable Care Act and Mental Health Parity and Addiction Equity Act greatly expand coverage of behavioral health care. *The Journal of Behavioral Health Services & Research*, *41*(4), 410-428.

**Recommended Reading**

Busch, S. H. (2012). Implications of the Mental Health Parity and Addiction Equity Act. *American Journal of Psychiatry*, *169*(1), 1-3.

Carter, M., & Landau, R. (2009). Employers face challenges with new mental health parity act. *Compensation & Benefits Review*, *41*(1), 39-51.

| **Unit 13: Active promotion of the availability of EA services to employees, their family members, and the work organization (Core Competency #2)** |  |
| --- | --- |
| |  | | --- | | **Topics** | | * Determining demand for services   + Employee needs   + Employer needs * Increasing service utilization |  Required Readings Lawrence, J. A., Boxer, P., & Tarakeshwar, N. (2002). Determining demand for EAP services.*Employee Assistance Quarterly, 18*(1), 1-15.  McCann, B., Azzone, V., Merrick, E. L., Hiatt, D., Hodgkin, D., & Horgan, C. M. (2010). Employer choices in employee assistance program design and worksite services.*Journal of Workplace Behavioral Health, 25*(2), 89-106.  Carchietta, G. A. (2015). Five Steps to Increasing Utilization of Your Employee Assistance Program. *Workplace Health & Safety*, *63*(3), 132-132. | |

| **Unit 14: Emerging Issues** |  |
| --- | --- |
| **Topics** | |
| * Aging workers in the workplace * Persons with disabilities in the workplace * Workplace violence   + Bullying * The role of EAPs in the military | |

**Required Readings**

Richard. M. (2009). EAP and an aging workforce. In M. Richard, W. Emener & W. Hutchingson (Eds.) Employee assistance programs: Wellness/enhancement programming (3rd ed). (pp. 140-147). Springfield, Ill: Charles C. Thomas.

Anema, J. & Sligar, S. R. (2010). Innovation in the workplace: Evaluation of a pilot employee assistance program serving persons with disabilities.*Journal of Rehabilitation, 76*(4), 9-17.

Ortiz, E. T., & Bassoff, B. Z. (1987). Military EAPs: Emerging military family service roles for social workers.*Employee Assistance Quarterly, 2*(3), 55-67.

**Recommended Reading**

Cleary, M., Hunt, G. E., Walter, G., & Robertson, M. (2009). Dealing with bullying in the workplace: Toward zero tolerance. *Journal of Psychosocial Nursing and Mental Health Services, 47*(12), 34-41.

Pollack, K. M., Austin, W., & Grisso, J. A. (2010). Employee assistance programs: A workplace resource to address intimate partner violence.*Journal of Women's Health, 19*(4), 729-733.

| **Unit 15: Presentation, Summary and Class Evaluation** |  |
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| **Topics** | |
| |  | | --- | | * Presentations * Compassion Fatigue and Self Care | | |

**Required Reading**

Jacobson, J. M. (2012). Risk of compassion fatigue and burnout and potential for compassion satisfaction among employee assistance professionals: Protecting the workforce.*Traumatology, 18*(3), 64-72

Pooler, D., Wolfer, T. & Freeman, M. (2014). Finding joy in social work II: Interpersonal sources. *Social Work, 59*(3), 213-221.

| **STUDY DAYS / NO CLASSES** |  |
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| **FINAL EXAMINATIONS** |  |
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**University Policies and Guidelines**

# Attendance Policy

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students’ observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

# Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. *SCampus,* the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

Additionally, it should be noted that violations of academic integrity are not only violations of USC principles and policies, but also violations of the values of the social work profession.

# Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible*. DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday.

Students from all academic centers (including the Virtual Academic Center) may contact Ed Roth, Director of the DSP office at 213-740-0776 or [ability@usc.edu](mailto:mability@usc.edu" \t "_blank).

# Emergency Response Information

**Note:** The following Emergency Response Information pertains to students on campus, but please note its importance should you be on campus for a temporary or extended period. When not on campus: Call the 911 listing in your local community for any emergency.

To receive information, call the main number (213) 740-2711, press #2. “For recorded announcements, events, emergency communications or critical incident information.”

To leave a message, call (213) 740-8311

For additional university information, please call (213) 740-9233

Or visit university website: [http://emergency.usc.edu](http://emergency.usc.edu/)

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

Students may also sign up for a USC Trojans Alert account to receive alerts and emergency notifications on their cell phone, pager, PDA, or e-mail account. Register at <https://trojansalert.usc.edu>.

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| **University Park Campus** | | **Academic Centers** | |
| **City Center** | Front of Building  (12th & Olive) | **Orange County** | Faculty Parking Lot |
| **MRF** | Lot B | **San Diego** | Building Parking Lot |
| **SWC** | Lot B | **Skirball** | Front of Building |
| **VKC** | McCarthy Quad |  |  |
| **WPH** | McCarthy Quad |  |  |

Do not re-enter the building until given the “all clear” by emergency personnel.

# Statement about Incompletes

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official “Incomplete Completion Form.”

# Policy on Late or Make-Up Work

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

# Policy on Changes to the Syllabus and/or Course Requirements

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

# Code of Ethics of the National Association of Social Workers (Optional)

*Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly [http://www.socialworkers.org/pubs/Code/code.asp]*

## Preamble

The primary mission of the social work profession is to enhance human well­being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession’s focus on individual well­being in a social context and the well­being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals’ needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession’s history, are the foundation of social work’s unique purpose and perspective:

Service

Social justice

Dignity and worth of the person

Importance of human relationships

Integrity

Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

# Complaints

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact Renée Smith-Maddox, Vice Chair, Curriculum for the Department of Community, Organization, and Business Innovation( COBI) at [smithmad@usc.edu](mailto:smithmad@usc.edu).If you do not receive a satisfactory response or solution, contact your advisor or Dr. Paul Maiden, Vice Dean and Professor of Academic and Student Affairs, at [rmaiden@usc.edu](mailto:rmaiden@usc.edu). Or, if you are a student of the VAC, contact June Wiley, Director of the Virtual Academic Center, at (213) 821-0901 or [june.wiley@usc.edu](mailto:mjune.wiley@usc.edu) for further guidance

# Tips for Maximizing Your Learning Experience in this Course

* Be mindful of getting proper nutrition, exercise, rest, and sleep!
* Come to class.
* Complete required readings and assignments before coming to class.
* Before coming to class, review the materials from the previous Unit and the current Unit, and scan the topics to be covered in the next Unit.
* Come to class prepared to ask any questions you might have.
* Participate in class discussions.
* After you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
* If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
* Keep up with the assigned readings.

*Don’t procrastinate or postpone working on assignments.*