# 2014 Summer Sessions Course Information

## Online Schedule of Courses:
http://schedule.berkeley.edu/

This document is available on the Social Welfare web site:
http://socialwelfare.berkeley.edu/social-welfare-course-information

## First Six-Week Session A: May 27 – July 3, 2014

<table>
<thead>
<tr>
<th>CCN</th>
<th>Course #</th>
<th>Course Title</th>
<th>Days</th>
<th>Time</th>
<th>Instructor</th>
<th>Location</th>
</tr>
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<tbody>
<tr>
<td>76230</td>
<td>SOC WEL 110</td>
<td>Social Work as a Profession – LECTURE</td>
<td>MW</td>
<td>12-3p</td>
<td>Edwards</td>
<td>5 Haviland</td>
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<tr>
<td>76235</td>
<td>SOC WEL 110</td>
<td>Social Work as a Profession – DISCUSSION</td>
<td>F</td>
<td>12-1:30p</td>
<td></td>
<td>2 Haviland</td>
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<tr>
<td>76240</td>
<td>SOC WEL 110</td>
<td>Social Work as a Profession – DISCUSSION</td>
<td>F</td>
<td>12-1:30p</td>
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</tr>
<tr>
<td>76285</td>
<td>SOC WEL 148</td>
<td>Substance Abuse Treatment</td>
<td>TuTh</td>
<td>1-3:30p</td>
<td>Reiman</td>
<td>5 Haviland</td>
</tr>
<tr>
<td>76288</td>
<td>SOC WEL 150L</td>
<td>Sexuality &amp; Social Work</td>
<td>TuTh</td>
<td>9-11:30a</td>
<td>Skaar, R.</td>
<td>5 Haviland</td>
</tr>
<tr>
<td>76335</td>
<td>SOC WEL 172</td>
<td>Health &amp; Human Services in Mexico</td>
<td>-</td>
<td>-</td>
<td>Calderon</td>
<td>No Facility</td>
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<tr>
<td>76340</td>
<td>SOC WEL 232</td>
<td>Social Work and Education Policy</td>
<td>TuTh</td>
<td>3-3:30p</td>
<td>Ayasse</td>
<td>5 Haviland</td>
</tr>
<tr>
<td>76343</td>
<td>SOC WEL 250T</td>
<td>Social Work Practice in School Settings</td>
<td>MW</td>
<td>3-3:30p</td>
<td></td>
<td>5 Haviland</td>
</tr>
<tr>
<td>76344</td>
<td>SOC WEL 265H</td>
<td>Integrated Behavioral Health</td>
<td>TuTh</td>
<td>3-5:30p</td>
<td>Horevitz, E.</td>
<td>2 Haviland</td>
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<tr>
<td>76344</td>
<td>SOC WEL 265M</td>
<td>Motivational Interviewing</td>
<td>WF</td>
<td>9-11:30a</td>
<td>Merrill</td>
<td>5 Haviland</td>
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## Eight-Week Session C: June 23 – August 15, 2014

<table>
<thead>
<tr>
<th>CCN</th>
<th>Course #</th>
<th>Course Title</th>
<th>Days</th>
<th>Time</th>
<th>Instructor</th>
<th>Location</th>
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<tbody>
<tr>
<td>76225</td>
<td>SOC WEL 107</td>
<td>Grant Writing for Program Development</td>
<td>MW</td>
<td>3-5p</td>
<td>Klein, K.</td>
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<tr>
<td>76245</td>
<td>SOC WEL 112</td>
<td>Social Welfare Policy – LECTURE</td>
<td>TuTh</td>
<td>10a-12p</td>
<td>Ferguson, C.</td>
<td>5 Haviland</td>
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<tr>
<td>76250</td>
<td>SOC WEL 112</td>
<td>Social Welfare Policy – DISCUSSION</td>
<td>TuTh</td>
<td>12-1p</td>
<td></td>
<td>2 Haviland</td>
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<tr>
<td>76255</td>
<td>SOC WEL 112</td>
<td>Social Welfare Policy – DISCUSSION</td>
<td>TuTh</td>
<td>12-1p</td>
<td></td>
<td>4 Haviland</td>
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<tr>
<td>76260</td>
<td>SOC WEL 114</td>
<td>Practice in Social Work – LECTURE</td>
<td>MW</td>
<td>9-11a</td>
<td>Banks, S.</td>
<td>5 Haviland</td>
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<tr>
<td>76265</td>
<td>SOC WEL 114</td>
<td>Practice in Social Work – DISCUSSION</td>
<td>MW</td>
<td>11a-12p</td>
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<tr>
<td>76270</td>
<td>SOC WEL 114</td>
<td>Practice in Social Work – DISCUSSION</td>
<td>MW</td>
<td>11a-12p</td>
<td></td>
<td>4 Haviland</td>
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## Second Six-Week Session D: July 7 – August 15, 2014

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<thead>
<tr>
<th>CCN</th>
<th>Course #</th>
<th>Course Title</th>
<th>Days</th>
<th>Time</th>
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<tr>
<td>76205</td>
<td>SOC WEL 20</td>
<td>Confronting America’s Social Problems</td>
<td>MW</td>
<td>12-2:30p</td>
<td>Weigmann, W.</td>
<td>5 Haviland</td>
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<tr>
<td>76223</td>
<td>SOC WEL 105</td>
<td>Introduction to Child Welfare in the U.S. &amp; California</td>
<td>TuTh</td>
<td>9-11:30a</td>
<td>Ralph</td>
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<tr>
<td>76295</td>
<td>SOC WEL 175 AC</td>
<td>The Dialogue of Diversity: Deciphering Cues &amp; Codes of Intercultural Communication</td>
<td>TuWTh</td>
<td>1-3:30p</td>
<td>Edwards</td>
<td>4 Haviland</td>
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<tr>
<td>76330</td>
<td>SOC WEL 205</td>
<td>Psychopathology &amp; Psychosocial Problems</td>
<td>MW</td>
<td>9-11:30a</td>
<td>Taubman</td>
<td>2 Haviland</td>
</tr>
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## Flexible Sessions

Students attending UC Berkeley's Summer Sessions have the opportunity to earn academic credit for volunteer community service with a social work related agency. You can work with an agency you already have a relationship with, or we can help you find an agency that needs help. For more information, contact Social Welfare Undergraduate Advisor Sherman Boyson in 129 Haviland Hall: 510-642-4407 or boyson@berkeley.edu.

*** See Instructor for enrollment details & CCN
Registration begins in early February 2014:

**UC Berkeley Students**

1. Register through Tele-BEARS beginning on **February 3, 2014** if you are:
   - Continuing as an undergraduate or graduate student in Fall 2014
   - Planning to graduate in Summer 2014
   - Have been admitted as a graduate student for Fall 2014

2. Register through Tele-BEARS beginning on **February 3, 2014** and pay as a visiting student if you are:
   - Planning to graduate in Spring 2014
   - A re-admitted student to Berkeley for Fall 2014 *(Once officially re-admitted, fees can be adjusted to UC fees)*
   - A newly admitted undergraduate to Berkeley for Fall 2014

**Other UC Students**

2014 online application available on **February 3, 2014** ([http://summer.berkeley.edu/registration](http://summer.berkeley.edu/registration))

**Visiting Students (Domestic & International)**

2014 online application available on **February 18, 2014** ([http://summer.berkeley.edu/registration](http://summer.berkeley.edu/registration))

**Financial Aid Information for UC Berkeley Students**

Undergraduates:  [http://students.berkeley.edu/finaid/undergraduates/types_summer-aid.htm](http://students.berkeley.edu/finaid/undergraduates/types_summer-aid.htm)

Graduates:  [http://students.berkeley.edu/finaid/graduates/types_summer-aid.htm](http://students.berkeley.edu/finaid/graduates/types_summer-aid.htm)

**Berkeley Social Welfare MSW students** may apply for limited departmental summer support. We anticipate average award amounts in the range of $2,000-$2,500. Awards will be made in the spring upon confirmation of enrollment in Summer Sessions units. To apply for summer funding, complete the Graduate Student Supplemental Funding Request Application available on the Social Welfare website at [http://socialwelfare.berkeley.edu/student-funding](http://socialwelfare.berkeley.edu/student-funding). **Supplemental Funding requests for summer funding are due to the Student Services Office in 128 Haviland Hall by February 3.**
SW 20  Confronting America’s Social Problems
2 units  Wendy Weigmann, MSW
America's recognition of and response to major social problems usually involves a mix of hyperbole and denial, inaction and innovation, volunteerism and professionalization, feasts and famines of resources, media applause and attack, and unsustained successes and long-term failures. What is usually lacking is a consistent, thoughtful effort. Yet help is given and lives are changed, for better and sometimes worse. Social Welfare 20 considers the American approach to social problems through an examination of issues such as substance abuse, mental illness, poverty and inequality, homelessness, family violence, and child maltreatment. Each area will be explored in terms of history, causes and dimensions, and human service and social policy responses.

Wendy Weigmann, MSW, is a doctoral student at Berkeley Social Welfare. Prior to her graduate studies, Wendy worked as a Child Welfare Worker in Alameda and San Francisco counties. Formerly a foster youth and legal guardian to her younger siblings, Wendy uses her personal and professional experiences to inform her work as a researcher. Wendy’s research interests include reforms in child welfare and juvenile dependency courts, children with siblings in foster care, substance abuse among parents involved with the child welfare system, and improving child welfare services to parents with children in foster care.

2 units  Catharine Ralph, LCSW, PPSC
The purpose of this course is to provide an introduction to the functions and programs of public child welfare in the United States, with a particular focus on California, and an emphasis on social justice concerns. The course will explore US child welfare history/historical traumas, cultural & diversity concerns, ethical considerations, mandated reporting of suspected child maltreatment, family & kinship supports, allied community services, child removals and returns to families, judicial involvement, sibling groups, foster care, emancipation from the system, first-person accounts, and policy-level interventions. The course may assist students who wish to explore the child protection system more in depth, perhaps prior to applying for a Title IV-E program stipend (which provides support for social work education in child protection). Students already accepted into a Title IV-E program but who have not worked in or experienced the intricacies of the system will benefit from the preparatory nature of this course which will give them a better idea of what happens ‘behind the scenes’, before their formal Title IV-E education commences. It will also provide cultural insight for very English-fluent students from other countries who wish to compare the US child protection structure to what happens in their own countries in support of child and familial well-being.

Catharine Ralph is a field consultant and lecturer at the School of Social Welfare. She has also served as the Title IV-E project coordinator since 2007. She is proud to be a Bear faculty member for over 20 years. Following a 16-year career in public child welfare, Ralph has worked at UC Berkeley with students, faculty, agencies and colleagues, preparing new professionals for their careers in public child welfare and supporting families after child maltreatment issues have been identified.

SW 107  Foundations, Philanthropy and the Social Services: Grant Writing for Program Development
3 units  Kim Klein
This course will look at the field of philanthropy and the relationship between program planning and grant writing. The class will meet weekly and will include lecture, discussion, guest speakers and a team project. In small groups, students will write a full human services program
funding proposal suitable for submission to a philanthropic foundation. The proposal will be presented to the class for peer review. There will be four written assignments, as well as the presentation of the proposal to the class. Students will also be reviewers of a proposal submitted by another team.

Ms. Kim Klein is a founder of Klein & Roth Consulting, which helps organizations build strong fundraising programs that are mission-driven. She is an internationally known fundraising trainer and is best known for adapting traditional fundraising techniques to the needs of organizations with small budgets working for social justice. Klein has written five books about fundraising including Fundraising for Social Change, now in its sixth edition and widely used in the field and in university degree programs.

SW 110  Social Work as a Profession  
3 units  Valerie Edwards, LCSW

This course will provide an introduction to and an overview of the social work profession and the field of social welfare, including the social, political, and historical context in which social welfare and social work have developed. This course will expose you to the history of the profession, the variety of forms that social work takes today, and the function of social work within the context of broad social changes and conflict. The course will provide an overview of the social work profession, including the social, political, and historical context in which social work has developed. Students should gain an understanding of the current issues that the profession faces, the major activities of practice (i.e., what social workers do), who they work with (i.e., population groups), and the guidelines and principles by which they work.

Valerie Edwards received her BA & MSW from Berkeley. Her community mental health experience includes direct service, clinical supervision, private non-profit management, and teaching and consultative services. Her cross-cultural work includes graduate level teaching, workplace training, management consulting and community organizing.

SW 112  Social Welfare Policy  
3 units  Charles Ferguson, PhD

The practice of social work is guided by the unseen hand of federal, state, local, and even agency policy. A social worker who understands the policy context of their practice has the opportunity to be more effective. SW 112: Social Welfare Policy is a survey course intended to introduce students to the structure and major policy components of the American welfare state, along with providing them an overview of social welfare policy implementation. Four main goals guide the course. First, the course will describe the context of social welfare policy and the organizing framework for social worker activities and interventions. Second, the course will examine several of the major structural issues present in the United States. Third, the course will critically consider major social welfare policies and their implementation. Finally, the course will describe introductory policy analysis skills.

Charlie Ferguson is a researcher at the San Jose State University School of Social Work. He is the Principal Investigator of California’s Title IV-E Child Welfare Waiver Demonstration Capped Allocation Project Evaluation. His interests include program & practice evaluation; public and private agency administration; and child welfare, education, and mental health policy and practice. A graduate of UC Berkeley’s Social Welfare Ph.D. program, Dr. Ferguson has been teaching the Social Welfare Policy course in Summer Sessions since 2004.
SW 114 Practice in Social Work
3 units
Sevaughn Banks, PhD

The goal of this course is to prepare students for social work practice by teaching theory, basic knowledge, and basic skills needed to work directly with individuals, organizations, groups, families and communities. Students will begin to understand how to use themselves effectively in the helping process. Specifically, they will learn how to assess clients, families and groups using a holistic approach. Practice is approached from a generalist perspective, therefore, students will be equipped to apply what they learn from this course to many social work situations, including those at the micro, mezzo and macro levels. Students will be given the opportunity to apply what they have learned through interactive activities and assignments.

Sevaughn Banks, PhD, MSW, is the Training and Evidence-Based Practice Specialist at the California Social Work Education Center, a part of the School of Social Welfare at the University of California, Berkeley. CalSWEC works with the California Department of Social Services (CDSS), the five regional training academies, all county child welfare agencies and all schools of social work to provide quality education. She has also lectured at San Jose State University, San Francisco State University, and UC Berkeley School of Social Welfare. Her teaching experience includes classes at both the undergraduate and graduate levels. She is also a trainer who uses adult learning pedagogy to teach students, incorporating the principles that adults learn differently than children. She infuses experiential learning activities into classroom curricula. The interactive deductive exercises help students practice critical thinking by using course content, theory, and social work skills to apply what is learned in class to social work practice. Dr. Banks understands that learning is a reciprocal process and solicits feedback periodically through the course to maximize student learning.

2 units
Kelly Whitaker, MPA

This course provides an overview of the “positive youth development” approach to providing social services to children and adolescents. Many services for young people focus on negative outcomes such as behavior problems, pregnancy, violence, drug abuse, and truancy. They are supposed to “fix” the small minority of kids who are “broken” in some way. The positive youth development perspective stresses that all youth need a variety of supports and opportunities to develop into healthy, contributing adults. This course will consider how such an approach to social service delivery can be applied across different organizational settings (e.g. schools, government agencies, and non-profits) to promote the well-being of American youth from diverse cultural backgrounds.

Kelly Whitaker, MPA is currently enrolled in the doctoral program at UC Berkeley School of Social Welfare. Her research interests include school-based health and mental health programs, adolescent health and mental health, human development, resilience, and sexual minority youth. In her role as a research associate at ETR, Kelly has served as the evaluation manager of the San Francisco Wellness Initiative Evaluation, a school-based effort to support student health and well-being in San Francisco public high schools since 2006. Previously, she served as the project coordinator for three federally funded evaluation and research projects, including Intervention Approaches for Children Exposed to Domestic Violence, funded by the Department of Justice (DOJ); the Substance Abuse and Mental Health Services Administration (SAMHSA) evaluation of the San Francisco Wellness Initiative; and the Education Department (DOE) evaluation of the Experience Corps mentoring program in San Francisco and Oakland public schools.
SW 148  Substance Abuse Treatment
2 units  Amanda Reiman, PhD

This course will use lecture, discussion, small group work and multi-media presentations to explore substance use and treatment options for those dealing with drug and/or alcohol addiction. In this course students will learn about and discuss: definitions and different ideas of “addiction”, the effects and consequences of drug, alcohol and tobacco use, theories and models of drug and/or alcohol use and dependency, and models of treatment for various individuals and populations and their underlying philosophies. Students will be encouraged to critically analyze and challenge the material presented. This course is designed to be interactive as well as informative, incorporating both classic theories and current events.

Amanda Reiman, PhD, MSW is the California policy manager for the Drug Policy Alliance based in San Francisco. She has given numerous guest lectures on the topics of medical cannabis, drug policy and the relationship between drug policy and political propaganda. Dr. Reiman received her doctorate in May, 2006 from UC Berkeley. As a Lecturer for Berkeley Social Welfare, she has taught Research Methods, Substance Abuse Treatment, Social Work as a Profession and Social Work with the LGBT Population.

SW 150L  Sexuality & Social Work
2 units  Rebekah J. Skoor, MFT, MA, MS

This course introduces the developmental, psychological and environmental issues related to sexuality at different stages in life, and in different social service venues. It includes an introduction to the strengths perspective, exploration of heterosexist aspects of society, policies related to a person’s sexuality and gender, and ethics and diversity issues often arising in work with sexual minorities. Variability within sexual culture is addressed, introducing students to the strengths of the LGBT community, the experience of growing up and discovering sexuality, and how research and practice models define homosexuality in relation to human sexuality and development. Issues of sexuality in specific social work settings are addressed.

Rebekah Skoor, MFT is a licensed psychotherapist in private practice in Oakland and San Francisco. She received both an M.A. in Human Sexuality Studies, and an M.S. in Counseling, Marriage and Family Therapy from San Francisco State University, where she has also served as Adjunct Lecturer. In addition to her private counseling practice, Rebekah leads seminars and process groups for audiences that focus on non-normative experiences of sexuality and gender, including leading a group for LGBTQ parents in the East Bay of San Francisco.

SW 172  Health and Human Services in Mexico
1-4 units  Luna Calderon, LCSW

This course will permit students who are interested in exploring or intend to pursue professional careers serving Latino populations to improve their understanding of the character of health and human services in Mexico, factors affecting emigration to the United States, and the challenges facing human service providers serving Latino populations in the United States.

Intercambio Oaxaca is a comprehensive and integrated learning program; participants will acquire higher levels of linguistic competency and study culturally-informed/derived engagement and intervention practices. Latino and non-Latino social work students will build their language skills and acquire relevant competencies and practice behaviors as they prepare to provide social welfare services to Latino communities in the Bay Area.

Space is limited in this special study opportunity. Please contact instructor for more details.
SW 175AC The Dialogue of Diversity: Deciphering Cues and Codes of Intercultural Communication
3 units Valerie Edwards, LCSW

Learning more about the diversity of American culture often does not increase our ability to understand and get along with one another. Multi-cultural (African American, Asian American, Latino, and European American) educational and workplace environments are fraught with conflicts in which persons find their peers to be disrespectful, aloof, or inappropriately familiar. This course explores assumptions, attitudes, and beliefs and how they influence how we relate to each other and how we conceive of fairness, entitlement, respect, and oppression. Students will learn strategies for engaging in productive intercultural dialogue and conflict resolution. This course satisfies the American Cultures requirement.

Valerie Edwards received her BA & MSW from Berkeley. Her community mental health experience includes direct service, clinical supervision, private non-profit management, and teaching and consultative services. Her cross-cultural work includes graduate level teaching, workplace training, management consulting and community organizing.

SW 205 Psychopathology & Psychosocial Problems
2 units Stan Taubman, PhD, LCSW

This graduate level course provides students with an overview of adult and child psychopathology and associated psychosocial problems. Psychopathology is presented as a manifestation of multiple biological, psychological, sociocultural and other factors. Descriptive assessment of psychopathology in context is emphasized. Epidemiology, etiology and treatment implications are also addressed. Students will become familiar with the American Psychiatric Association's current Diagnostic and Statistical Manual of Mental Disorders, as well as alternative methods of describing psychopathology.

Stan Tabuman, PhD, LCSW, is the Program Director of Berkeley Training Associates and teaches on the faculty of the University of California, Berkeley, graduate program in Social Work. He is the former Director of the Alameda County Medi-Cal Behavioral Health Plan, as well a Director of Management Services for the Alameda County Behavioral Health Care Services Department. His clinical experience includes private practice, mental health inpatient, outpatient and day treatment programs, child welfare and medical social work. Dr. Taubman is the author of Ending the Struggle Against Yourself, as well as numerous journal articles addressing both clinical and administrative issues.

SW 232 Social Work and Education Policy
2 units Christina Feliciana, MSW, PPSC

This course examines the intersection of social work and education, from a policy perspective. This course has three main foci: (1) surveying current educational legislation and policy at the federal, state and local levels and discussing their implications, especially for vulnerable children and families; (2) understanding schools as organizations nested in communities and the varied roles of social welfare professionals in these organizations; and (3) alternative strategies for using the school as an intervention lever to enhance student school performance and progress.

This course partially fulfills requirements for the PPSC credentials in social work and child welfare and attendance. Priority will be given to Post-MSW PPSC credential-seeking participants and students in the MSW PPSC Program.

Christina Feliciana is a field consultant and lecturer at the School of Social Welfare. For more than a decade, Feliciana has served as a social worker in school- and community-based settings in Alameda and San Francisco counties, specializing in the delivery of
wraparound services for foster youth and emancipating foster youth. She has coordinated the Foster Youth Services Program in the Mt. Diablo Unified School District and supported students as a school social worker. Feliciana won the National Heart of Social Work Award from the Council of Social Work Education in 2006 for excellence in Field Instruction.

**SW 250T Social Work Practice in School Settings**

2 units  Robert Ayasse, MSW, PPSC

This course provides students with skills and knowledge to intervene on behalf of academically and socially vulnerable students in the public school system. The course builds student skills in identifying and deciding among the multiple points of intervention relevant to social work practice in schools, individual interventions with children, family intervention, building links between families and school staff, advocacy, classroom based intervention, collaboration with teachers, and the development of school wide prevention programs. It presents assessment and intervention strategies guided by an eco-systemic and resilience perspective. In particular, this course presents intervention strategies with vulnerable student populations, including: (1) students with learning, emotional, and behavioral disorders, (2) students with school attendance problems, (3) children with "environmental" barriers to learning (e.g. poverty, homelessness) and (4) students with multiple systems involvement (e.g. health, child welfare, mental health, and juvenile justice). Students will be exposed to the best practice and evidence-based approaches in dealing with these student populations.

This course partially fulfills requirements for the PPSC credentials in social work and child welfare and attendance. **Priority will be given to Post-MSW PPSC credential-seeking participants and students in the MSW PPSC Program.**

Robert Ayasse, field consultant and lecturer at the School of Social Welfare, has worked in the fields of child welfare and education for over 20 years. He has extensive experience in developing school-based collaborative efforts for helping the most vulnerable children and families, with particular expertise in developing school support services for foster children. Currently, he consults with various school districts and social services agencies to provide evaluation, technical assistance and oversight of grant writing services for school based and school linked service projects. In this capacity, he has worked with schools in Fresno, Modesto, Oakland, San Francisco, and throughout Alameda and Contra Costa Counties on a range of school based and school linked programs.

**SW 265H Integrated Behavioral Health**

2 units  Elizabeth Horevitz, MSW, PhD

Integration of behavioral health services into primary care (also known as integrated behavioral health, or IBH) is an integral part of the Affordable Care Act (ACA) and IBH is rapidly expanding in primary care clinics in California and across the nation (SAMHSA, 2012). IBH refers to a team-based model of care wherein “medical and mental health providers partner to facilitate the detection, treatment, and follow-up of psychiatric disorders in the primary care setting” (Hogg Foundation for Mental Health, 2008). Social work practice in IBH settings differs from specialty mental health and traditional medical social work. In their capacity as behavioral health consultants in primary care, social workers are responsible for routine screenings, consultations with patients and medical providers, and delivery of brief (1-10 visits) evidence-based interventions for common behavioral health problems such depression, anxiety, insomnia, and substance use. Additionally, social workers in IBH settings also collaborate in team-based care for diabetes, heart disease, asthma, and other chronic health conditions. In this practice course, students will be introduced to the foundation of IBH practice, including population-based screening instruments and functional assessment for use in primary care. Students will become familiar with primary care medical culture and psychopharmacological interventions for
depression and anxiety. A main emphasis of this class is skill acquisition in evidence-based behavioral interventions for a variety of conditions commonly seen in IBH settings. These include: behavioral activation, mindfulness relaxation strategies, sleep-hygiene techniques, and problem solving treatment (PST).

Elizabeth Horevitz, MSW, PhD, is a post-doctoral fellow in the Clinical Services Research Training Program at UCSF in the department of Psychiatry. Dr. Horevitz obtained her MSW ('09) and PhD ('13) in Social Welfare from the University of California, Berkeley. Her clinical practice and research focuses on the implementation of evidence-based behavioral interventions for depression and anxiety in underserved and culturally diverse populations in primary care. Her work also examines training and workforce preparedness among social workers for practice in integrated primary care settings. She has co-developed an integrated behavioral health practice curriculum for social workers and MSW students. In addition to her research, Lizzie’s clinical work has been as a bilingual (Spanish/English) behavioral health consultant in an integrated behavioral health care clinic in Napa, CA (Clinic Ole) and she is a certified clinician and trainer in Problem Solving Therapy (PST) by the National Network of PST Trainers.

SW 265M  Motivational Interviewing
2 units  Greg Merrill, LCSW

Motivational interviewing (MI) is a modern clinical paradigm that dialectically integrates humanistic, client-centered principles with goal-focused strategies. MI seeks to strengthen and clarify client motivation for a specific goal by: 1) creating an interpersonal atmosphere of acceptance, compassion, and hope; 2) identifying and exploring the client’s own subjective reasons and factors for deciding if, how, and what to change; 3) attending and responding strategically to the client’s language related to change; and 4) improving the client’s confidence and/or ability to decide upon and plan for change and influence factors within his or her control. Considered an evidence-based practice for treating substance abuse, MI is now being tested in health, mental health, forensic, adolescent, and child welfare settings where it appears to be a promising practice. A flexible and portable method, it can be applied in 5-20 minute segments, in a single session, or over the course of multi-session psychotherapy. Moreover, it blends nicely with other interventions commonly employed by social workers such as case management, supportive psychotherapy, cognitive-behavioral therapy, and trauma-focused therapy. In this course, students will be introduced to all key aspects of motivational interviewing including its major tenets, its theoretical base, the available empirical evidence on its efficacy, and its overall compatibility with social work. Moreover, students will learn all of the associated clinical skills for the four processes of motivational interviewing: 1) engaging; 2) focusing; 3) evoking; and 4) deciding and planning.

Greg Merrill, LCSW, is currently the Director of Field Education at the University of California, Berkeley School of Social Welfare where he teaches graduate-level practice courses and seminars. Previously, he served as the social work supervisor with the University of California San Francisco, Trauma Recovery and Rape Treatment Center, a nationally recognized program providing case management and psychotherapy to adult victims of crime. Mr. Merrill also served as the director of client and advocacy services for the Community United Against Violence, a community-based organization providing counseling and advocacy to gay, lesbian, bisexual, and transgender victims of violence. He received awards from the San Francisco Commission on the Status of Women and the National Lesbian and Gay Health Association for his contributions to the study of domestic violence. In 2007 and 2009, Mr. Merrill was voted Teacher of the Year by students at University of California, Berkeley School of Social Welfare.