

25th Summer Institute in the Human Services

The following courses are the only Summer Institute courses approved for BSW and MSW elective credit.

In order to receive credit, students must have 100% course attendance and must successfully complete a test and/or assignments as instructed. Advance Standing students may receive elective credit for Summer Institute courses only during the summer in which they will graduate. Incoming Fall '09 Advanced Standing students are not eligible to register for ANY Summer Institute course until the Summer '10 semester.

Class #	Subject	Catalog #	Section	Units	Title	Days Taught	Time	Location	Class Attributes	Instructor
5105 5112	SW	5860 6860	012	2	Sexual Abuse: Systems & Interventions	MTWH F	8:00am to 12:00pm	SW112	PACE	Rob Butters
						Days Taught: June 8 - 12, 2009				
5109 5118	SW	5860 6860	013	2	Differential Diagnosis of Severe and Persistent Mental Disorders	MTWH F	8:00am to 12:00pm	SW112	PACE	Cathie Delewski
						Days Taught: June 8 - 12, 2009				
5228 5115	SW	5860 6860	015	2	Healthy Sexuality Across the Lifespan	MTWH F	8:00am to 12:00pm	SW112	PACE	David Derezotes
						Days Taught: June 8 - 12, 2009				
5108 5117	SW	5860 6860	016	2	Adolescent Self-Harm, Suicide, and Emerging Borderline Personality	MTWH F	1:00pm to 5:00pm	SW112	PACE	Jason King
						Days Taught: June 8 - 12, 2009				
5059 5287	SW	5860 6860	017	2	Positive Psychology: A Primer for Obtaining Positive Treatment Outcome	MTWH F	1:00pm to 5:00pm	SW112	PACE	Russell C. Gaede
						Days Taught: June 8 - 12, 2009				
6650 6516	SW	5860 6860	018	2	The Inner Child: Early Developmental Influence Across the Lifespan	MTWH F	1:00pm to 5:00pm	SW112	PACE	Joanna Bettmann and Emily Bleyl
						Days Taught: June 8 - 12, 2009				
6515 6517	SW	5860 6860	019	2	Infant Adoption Training	MTWH F	1:00pm to 5:00pm	SW112	PACE	Jodi Grizzle
						Days Taught: June 8 - 12, 2009				

Students seeking academic credit must register for courses through the Campus Information System. In order to receive credit, students (in any department) must have 100% course attendance and must successfully complete a test and/or assignments as instructed. MSW students must also complete the "PACE Course Elective Credit Approval Form" (Appendix S), available by request through Judy Parker (judy.parker@socwk.utah.edu). This form must be printed, completed by the students, and turned-in to the Information/Registration Desk during Summer Institute.

Sexual Abuse: Systems & Interventions

Effective clinical responses to sexual abuse must be administered with sensitivity, strong ethics, and knowledge of both the systems and science of sexual abuse. The complex psychological sequela of sexual abuse is mirrored in various systems the interface with victims and offenders of sexual abuse. To effectively intervene in the field of sexual abuse it is vital to understand how the inter-related systems of law enforcement, the court, child protective services, specialized treatment providers, and corrections work (or don't work) together. Too often the systems that treat the victims and offenders are estranged and this fragmentation results in untoward outcomes for both populations.

This course will provide an overview of the systems that respond to sexual abuse in our communities and interventions to treat children, families, and adults impacted by sexual abuse. This course will critically examine the current state of sexual abuse treatment and propose a more integrated model that places safety, treatment, and prevention of sexual abuse at the center of both victim/survivor and offender treatment. Evidence-based treatments for sexual abuse victimization and perpetration, as well as the use of specialized psychometric instruments to assess risk of re-offense in offenders and the traumatic effects of abuse in victims will be presented. Method of instruction will be accomplished primarily through class lecture and expert guest speakers working in the investigation, prosecution, assessment, and treatment of sexual abuse.

Differential Diagnosis of Severe and Persistent Mental Disorders

Differential diagnosis can be extremely difficult at times. A client's diagnosis is frequently modified as more information is obtained in the course of treatment. Determining the most accurate diagnosis can be a challenge. This course will cover differential diagnosis of personality, mood, psychotic and selected anxiety disorders as they relate to differential and dual diagnoses.

Healthy Sexuality Across the Lifespan

In this class participants will be given models of assessing and fostering the multidimensional sexual development of people across the lifespan. Human sexuality is conceptualized as a multidimensional and lifelong process involving the physical, emotional, cognitive, social, moral and spiritual dimensions of development. Topics will include healthy sexuality, sexual diversity, multidimensional intimacy, the sexuality of children and adolescents, sexuality in long-term loving adult relationships, and sexuality and aging. Emphasis will be upon applying models to actual practice populations. Teaching methods will include presentations, dialogue, and in-class exercises.

Adolescent Self-Harm, Suicide, and Emerging Borderline Personality

This workshop is for mental health professionals and students who are or will counsel adolescents in outpatient, residential, school, private, and community settings who engage in self-injury and suicidal gestures. This workshop will explore the correlates of adolescent self-injury and suicide, assessment and diagnostic best practices, and treatment considerations that regulate negative mood states and modify self-destructive cognitive schemas will be explained. Participants will enjoy a rich dynamic and interactive experience—analyzing case studies, applying video scenarios, and exploring theoretical discussion regarding the development of borderline personality in adolescents.

Participants will learn the nature of self-injurious behaviors as expressed by emotionally and behaviorally disturbed adolescents. Similarities between male and female self-injurious behaviors will be explored. Specifically, cognitive, behavioral, and affective regulation interventions will be discussed in the context of culture. Individual, group, and family counseling interventions are presented. Ethical issues regarding confidentiality and duty to warn will be discussed. This workshop will not address self-injurious behaviors

displayed in adults. This evidence-based workshop draws upon published literature in peer reviewed journals and guidelines for treatment as established by the American Psychological Association and the American Counseling Association.

Positive Psychology: A Primer for Obtaining Positive Treatment Outcome

This class will give an introduction and history of positive psychology. Participants will learn how to foster positive emotions, positive traits, and positive institutions within their clients. Participants will enjoy a rich dynamic and interactive experience learning how to write treatment plans from a positive psychology perspective and how to use various measurements of well-being that are available. Topics to be learned include positive psychology in clinical practice, forgiveness as a therapeutic tool, and the 3-person model of therapy.

This class is for mental health professionals and students who (or will) counsel in outpatient, residential, school, private, and community settings, and is also well suited for caseworkers working with families in the community. At the end of this workshop participants will understand the nature of positive psychology in comparison to abnormal psychology.

This evidence-based workshops draws upon published literature in peer reviewed journals and guidelines for treatment as established by the American Psychological Association.

The Inner Child: Early Developmental Influence Across the Lifespan

In this experiential course we will examine various child development theories and their implications in practice with children, adolescents and adults. We will examine classic models of development from Anna Freud, Margaret Mahler, John Bowlby, and Donald Winnicott as well as current infant and child research from Beatrice Beebe and Ed Tronick. Participants will learn through interactive exercises, videotapes, and direct observation how these theories inform and underlie clinical treatment with all populations to provide current, evidence-based approach to practice.

Infant Adoption Training

The Infant Adoption Training is a nationwide unified curriculum developed through a grant awarded by the Department of Health and Human Services. This curriculum is designed to assist care providers in giving adoption information and referral to pregnant women on an equal basis with all other courses of action included in non directive counseling. The training content includes:

- 1) An introduction to providing pregnancy options counseling;
- 2) Adoption practice;
- 3) Social, cultural, and personal influences;
- 4) Adoption Law and Procedure;
- 5) Non-directive techniques for informed decision-making and
- 6) Resource and referrals.

This class will include interactive panels with birth parents, adoptive parents, and adoptees. Participants will also participate in role play exercises to assist them in developing assessment, options counseling, and referral skills for working with prospective clients.