



SCHOOL OF SOCIAL WORK

SWK 510: CLINICAL PRACTICE IN MENTAL HEALTH

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COURSE DESCRIPTION:

The purpose of this course is (1) to present the Diagnostic and Statistical Manual of Mental Disorders (“DSM”) as a knowledge base for enhancing social workers’ understanding of the individual biopsychosocial function and (2) to expand social workers’ ability to use the DSM-IV-TR to work with at-risk populations across diverse settings and with diverse mental health professionals. The course is critical for social workers to learn how to perform comprehensive assessments and to devise effective interventions for clinically impaired populations. Additionally, the nomenclature is applicable across diverse contexts and multi-theoretical orientations. Ethical dilemmas inherent in categorizing and labeling will be highlighted along with cultural concerns in using a homogenous system of diagnostic classes.

GOAL & COMPETENCIES:

1. Prepare MSW graduates for professional advanced generalist practice that reflects application and integration of critical thinking, theoretical frameworks, and differential interventions. Graduates will be able to demonstrate the following competencies:

C 1.1 Apply critical and independent analysis of practice situations and effectively communicate their judgments, reasoning and decision-making processes (2.1.3)

C 1.2 Apply and contribute to evidence-based and best practice approaches to continuously assess and improve the efficacy and effectiveness of practice (2.1.6)

C 1.3 Differentially apply theories and frameworks of HBSE and critique interactions between and among biological, psychological, social, spiritual and cultural systems and their reciprocal relationships with HBSE. (2.1.7)

2. Enable MSW graduates to apply ethical reasoning to advance equality, justice, and social change. Graduates will be able to reflect the following competencies:

C. 2.2 Apply social work ethical principles to resolve dilemmas and create positive change among individuals, families, groups, organizations & communities (2.1.2)

3. Promote leadership and service that is relevant to individual contexts of practice and enhances well-being and quality of life. Graduates will be able to reflect the following competencies:

C. 3.1 Exemplify and model professional social work standards and strive to enhance their professional growth and development (2.1.1)

C 3.2 Use leadership skills indicative of an advanced generalist practitioner to proactively respond amidst changing contexts (2.1.9)

C 3.4 Effectively intervene with individuals, families and groups, and provide administrative leadership and direction in organizations and communities as advanced generalist practitioners. (** New AGP Objective)

COURSE OBJECTIVES:

1. Students will be able to define mental health, mental illness, and mental well-being.
2. Students will be able to compare etiology and treatment options and evidence-based (consumer and developer) practice criteria for various mental disorders.
3. Students will understand the nomenclature, coding, and classification system of the DSM-IV-TR, a common reference frame across mental health disciplines.
4. Students will be able to articulate the role of DSM-IV-TR diagnoses in a comprehensive biopsychosocial assessment and integrated treatment plan.
5. Students will be able to describe the ethical dilemmas in classifying and reporting procedures of the DSM-IV-TR, specifically the hazards of labeling.
6. Students will demonstrate awareness of the professional role of social workers in working with multidisciplinary treatment teams.
1. Students will be aware if the empirical validation studies conducted in the ongoing development of the DSM-IV-TR.
2. Students will be able to use decision tree tools to enhance critical thinking skills.
3. Students will develop a heightened awareness of their own biases associated with the stigmas against persons with mental disorders.
4. Students will be able to articulate the cultural biases inherent in classification systems designed to assign person to homogenous categories.
5. Students will learn the intake process use by a social worker in a mental health

setting.

STUDENT LEARNING OUTCOMES:

RELATIONSHIP TO OTHER COURSES:

This course builds upon practice courses. It builds upon exposure to professional values and ethics, particularly the NASW Code of Ethics.

TEXTS:

Required Text: Must have access to a copy of the DSM-IV-TR to complete the in class exercises.

American Psychiatric Association. (2000). *Diagnostic and Statistical Manual of Mental Disorders (4th ed.) Text Revision DSM-IV-R*. Washington, D.C.: American Psychiatric Association. (May bring from agency or borrow one)

Gray, Susan W. (2011). **Competency-Based Assessments** – In *Mental Health Practice, Cases and Practical Applications*; John Wiley & Sons, Inc., Hoboken, New Jersey – ISBN 978-0-470-5052-1

Recommended Texts:

Bentley, K.J. (2002). *Social Work Practice in Mental Health: Contemporary Roles, Tasks, and Techniques*. Pacific Grove, CA: Brooks/Cole.

Bentley, K.J., & Walsh, J.W. (2001). *The Social Worker and Psychotropic Medication. Toward Effective Collaboration with Mental Health Clients, Families, and Providers (2nd ed)*. Belmont, CA: Wadsworth.

Wedding, D., Boyd, M.A., Niemic, R.M. (2005). *Movies & Mental Illness. Using Films to Understand Psychopathology (2nd ed)*. Hogrefe & Huber Publishing.

Walsh, J. (2000). *Clinical Case Management with Persons Having Mental Illness. A Relationship-Based Perspective*. Belmont, CA: Brooks/Cole-Thomson Learning.

GRADING:

Assignment #1-Case Studies (4, 25 points)	100 points
Assignment #2- Quizzes (two x 50 pts =)	100 points
Assignment #3- Written Case Study	100 points
Attendance Citizenship/Participation	100 points
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Assignment #5-Final Examination	<u>100 points</u>
TOTAL	500 points

Final grade will be determined according to the following:

<u>Points</u>	<u>Grade</u>
450-500	A
400-449	B
350-399	C
300-349	D
Below 300	F

OVERVIEW OF ASSIGNMENTS:

Assignment #1-Case Study Exercise (4)	100 points
Assignment #2- Quizzes (two x 50 pts =)	100 points
Assignment #3-Written case study (from field)	100 points
Attendance Citizenship/Participation	100 points
Assignment #4-Final Examination	<u>100 points</u>
TOTAL	500 points

1. Assignment #1: Case Study Exercise: Four case studies will be handed out during the semester. The studies will require you to study the DSM-IV-TR to determine the diagnosis and prognosis for the client. **Due dates: Case Study # 1 – Due Week 4, Case Study #2 – Due Week 6, Case Study #3 – Due Week 9 , and Case Study #4 - Due Week**

11.

(Objec. 1, 2, 3, & 4, 8,)

2. Assignment #2: 2 Quizzes. There will be two quizzes given throughout the semester. They will be given at the beginning of class. Students who come to class late will not be allowed to take the quiz. Each quiz will be worth 50 points. **Quiz dates are listed on course schedule. They are week 7 and 13.** (Obj. 1-11)

3. Assignment #3- Written case study: Each student will write a case study using a client from your field class. **(If you are not currently in field, the Instructor will choose a case for you to use).** This should be a client with a DSM diagnosis. The study should include data from all five axis of the DSM-IV-TR Assessment scale. The mental health problem should be clearly identified, how it affects the client's functioning (GAF) including family life, work, and social functioning. Use worksheet to record the data. (Obj. 1, 2, 3, 4, 8, & 9) Due Date: **Week 12.**

5. Assignment #4- A final examination will be given on week 16. (Obj. 1-11). – **Multiple choice, fill-ins, matching and definitions, along with your final exam case study.**

EXAMINATIONS:

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Final Examination – December 9, 2014.

CLASS ATTENDANCE AND PARTICIPATION:

Students are expected to attend class, reflecting responsibility which is inherent in the development as a social work professional. Roll will be taken regularly. Students are expected to be on time and prepared to participate when class begins as well as be present throughout the entire class meeting. Classroom exercises, discussions, role plays, guest speakers and other in-class experiential exercises are essential for a student's professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as .5 absence (2 tardies/early departures = 1 absence). A student is considered absent if he/she arrives more than 30 minutes late to class, leaves 30 or more minutes early or does not come to class.

The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

Weekly	Up to 2 absences No penalty	3 absences 1 letter grade drop	4 absences Class grade of "F"	
Bi-weekly	Up to 3 absences No penalty	4 absences 1 letter grade drop	5 absences 1 letter grade drop	6 absences Class grade of "F"
Summer 10-week	Up to 1 absence No penalty	2 absences 1 letter grade drop	3 absences Class grade of "F"	

ONLINE OR WEB-ENHANCED CLASSES: Just as students are required to attend face-to-face classes, students are required to log in and participate in online components. To receive credit for attendance online via eCollege, students must log in and complete assignments in a timely manner. Not logging in to eCollege (which can be monitored by the instructor) and completing assignments online during the appropriate time is the equivalent of an absence for each week this occurs.

Final evaluation and grades depend on both presence and participation. Students' grades will be significantly impacted by inadequate participation or lack of required time commitment each week. Students are expected to spend a comparable amount of time in the online learning environment as they would in class (3 hours a week in the classroom). In addition, just as in traditional F2F classrooms, students are expected to spend time reading and studying class materials.

NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT CONSIDERED AS REASONS FOR LACK OF PARTICIPATION. You have access to the university's computer labs (in the social work department AND other campus facilities, including the library) as well as local libraries and other access to computers and ISPs.

If you believe that you are unable to fulfill the requirements for the course you should talk with

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your instructor about the possibility of dropping or withdrawing.

Class participation has three components: (1) Appropriate interactions with classmates, (2) Attentiveness, and (3) Active involvement in class activities. Evaluation of class participation is based on instructor observation. Students will be given feedback if problems are evident.

POLICY ON DUE DATES:

POLICY ON PLAGIARISM AND CHEATING:

Every student is expected to do his/her own work. Law, ethical standards, university policy, and departmental policy demand that students refrain from plagiarism and any form of cheating. Plagiarism is the "Act of appropriating the literary composition of another, or parts of passages from of his [or her] writings, or the ideas or language of the same, and passing them off as the products of one's own mind." (Black's Law Dictionary, Abridged Fifth Edition, 1983). When using others' words, phrases, or ideas in writing, the original author should be given proper credit.

Cheating may take different forms. These include, but are not limited to, copying others' answers during an exam, using notes or other forms of help during an examination or quiz, except when explicitly permitted by the instructor, giving or receiving help on exams or assignments, or submitting work for one class which has already been submitted for another class for credit. Use of citations from the Internet without paraphrasing content AND proper referencing is regarded as plagiarism. Professors have the right to use electronic review programs (such as Turn It In™) to identify plagiarism.

The department does not tolerate plagiarism or cheating. A student found to be engaging in such illegal and unethical conduct may receive a failing grade in the course and may be subjected to further disciplinary proceedings. Any assignment or exam that lacks honesty will be given a grade of "0".

ACCEPTABLE CLASSROOM BEHAVIOR:

“Students at Texas A&M University-Commerce are expected to obey all federal, state, and local laws, in addition to the regulations of the University. The standards of Student Conduct including disciplinary rules and procedures are designed to provide and conform to the basic tenets of due process, as developed by institutions of higher education. As such, the University distinguishes these procedures and regulations as an educational and growth process which is not intended to conform to adversary proceedings as in a court of law. (Student’s Guide Book, 2011, p. 35).

CODE OF CONDUCT FOR SOCIAL WORK STUDENTS

The Department of Social Work expects all social work students to conduct themselves in an
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ethical, professional manner. Professional ethics are at the core of social work. The profession articulates its basic values, ethical principles, and ethical standards as set forth in the *NASW Code of Ethics* to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. Accordingly, we expect social work students to demonstrate courtesy, respect and support for fellow students, instructors, clients, and all other persons.

All students enrolled in BSW or MSW classes are expected to observe the tenets of the NASW Code of Ethics and the Social Work Student Code of Conduct. Our Code of Conduct is reflective of professional and academic expectations – a student who cannot demonstrate appropriate behaviors will not be appropriate for practice in the social work profession. Students who violate these Codes may be asked to meet with appropriate Social Work faculty (instructors or Program Directors). In addition, the department's Academic and Professional Issues (API) Committee is responsible for dealing with student issues when requested by faculty.

STUDENTS WITH DISABILITIES

It is the policy of Texas A&M University-Commerce and the Social Work Department to do everything we can to accommodate students with disabilities, pursuant to federal and state law, and the University's commitment to providing equal opportunities. Any student with a disability who needs accommodation, for example, in accessibility, seating placement or in arrangements for examinations should not hesitate to inform the instructor. If required, large type, Braille or cassette recordings of syllabus or assignments can be provided.

Students with conditions that require special attention or accommodation should contact the Director of Disability Resources & Services at 903-468-5150 (located in the Library, Room 132).

COURSE SCHEDULE

Week	Reading(s)	Assignment/Activities	Link to Comp.	SLO
1	None	Review of Course Syllabus, BioPsychosocial History Outline.	C1.3	1
2	How to Use the DSM V pp 5 - 25 Multi-Axial Dx per the DSM IV - TR	Practice: Taking a Social History and discussing how it helps determine diagnosis and evidence based treatments	C1.1, C2.2, C3.1	1,3,4,
3	Neurodevelopmental Disorders	Assessment Measures, Cultural Formulation	C1-C3	1,3.5
4	Schizophrenia Spectrum	First Case Study Due	C1-C3	1-6

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	Disorders	How to administer a the Schizophrenia Scales and determine the difference between positive and negative symptoms		
5	Bipolar and Related Disorders	Administering the Bi Polar Scale – Cultural Formulation	C1-C3	1-6
6	Depressive Disorders	Second Case Study Due Administering a Depression Scale.	C1-C3	1-6
7	Anxiety Disorders, Obsessive Compulsive Disorders	First Exam	C1-C3	1-6
8	Trauma and Stress Related Disorders, Dissociative Disorders, Somatic Disorders	Assessment and Cultural Formulation	C1-C3	1-6
9	Feeding and Eating Disorders, Elimination Disorders, Sleep/Wake Disorders	Third Case Study Due	C1-C3	1-6
10	Sexual Dysfunctions, Gender Dysphoria,		C1-C3	1-6
11	Impulse Control and Conduct Disorders	Fourth Case Study Due	C1-C3	1-6
12	Substance Related Disorders	Final Case Study Due Substance Abuse Assessments and how to assess for Delirium Tremens	C1-C3	1-6
13	Neurocognitive Disorders	Second Exam	C1-3	1-6
14	Personality Disorders	Alternative DSM – 5 Model for Personality Disorders	C1-3	1-6
15	Medications frequently used for mental disorders			
16		Final Exam		

BIBLIOGRAPHY-JOURNAL ARTICLES:

To be added throughout the course: Students will be asked to bring Journal articles to class for critical thinking and discussion.

Bekker, M.H.J., Belt,U. (2006). The role of autonomy in depression and anxiety.
Depression and Anxiety, 23(5), 274-280.

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- Bentley, K.J., Walsh, J., Farmer, R.L. (2005). Social work roles and activities regarding psychiatric medication: Results of a national survey. *Social Work*, 50(4), 295-303.
- Boyer, F., Novella, J.-L., Morrone, I., Jolly, D., Blanchard, F. (2004). The feasibility and effectiveness of brief interventions to prevent depression in older subjects: A systemic review. *International Journal of Geriatric Psychology*, 19(11), 1019-1034.
- Chaudron, L.H. (2007). Treating pregnant women with antidepressants : The gray zone. *Journal of Women's Health*, 16(4), 551-553.
- Courbasson, C.M.A., de sorkin, A.A., Dullerud, B., Van Wyk, L. (2007). Acupuncture treatment for women with concurrent substance use and anxiety/depression. *Family&Community Health*, 30(2), 112-120.
- Duffy, A. (2007). Does bipolar disorder exist in children? A selected review. *Canadian Journal of Psychiatry*, 52(7), 409-417.
- Forsell, Y., Winblad, B. (1998). Feelings of anxiety and associated variables in a very elderly population. *International Journal of Geriatric Psychiatry*, 13(7), 454-458.
- Fournier, R.R. (2002). A trauma education workshop on posttraumatic stress. *Health&Social Work*, 27(2), 113.
- Hinrichsen, H., Morrison, T., Waller, G., Schmidt, V. (2007). Triggers of self induced vomiting in bulimic disorders: The roles of core beliefs and imagery. *Journal of Cognitive Psychotherapy*, 21(3), 261-272.
- Hopcroft, R.L., Bradley, D.B. (2007). The sex difference in depression across 29 countries. *Social Forces*, 85(4), 1483-1507.
- Linhorst, D.M., Hamilton, G., Young, E., Eckert, A. (2002). Opportunities and barriers to empowering people with severe mental illness through participation in treatment planning. *Social Work*, 47(4), 425-434.
- McCrae, R.R., Jian Yang, Costa Jr., P.T., Xiaolang Dai, Shuqiao Yao, Taisheng Cai, Beiling Gao, (2001). Personality profiles and the prediction of categorical personality disorders. *Journal of Personality*, 69(2), 155-174.
- Power, M.J, Tarisia, M. (2007). Basic and complex emotions in depression and anxiety. *Clinical Psychology&Psychotherapy*, 14(1), 19-31.
- Raikes, J. (2003). Splitting hairs. *Psychology Today*, 36(3), 38.
- Rieher-Roller, A., Gschwandtner, U., Borgwardt, S., Aston, J., Pfluger, M., Rossler, W.
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- (2006). Early detection and treatment of schizophrenia: How early? *Acta Psychiatrica Scandinavica*, 429(113), 73-80.
- Thompson, S., Herrmann, N., Rapoport, M.J., Lanctot, K.L. (2007). Efficacy and safety of antidepressants for treatment of depression in Alzheimer's disease. *Journal of Psychiatry*, 52(4), 248-255.
- Vogt, D.S., Tanner, L.R. (2007). Risk and resilience factors for posttraumatic stress symptomatology in Gulf War I veterans. *Journal of Traumatic Stress*, 20(1), 27-38.
- Walsh, J., Green, R., Matthews, J., Bonucelli-Puerto, B. (2005). Social workers' views of the etiology of mental disorders: Results of a national study. *Social Work*, 50(1) 43-52.
- Walsh, J. (2002). Shyness and social phobia. *Health&Social Work*, 27(2), 113.
- Williams, D.R., Haile, R., Neighbors, H., Gonzalez, H.M., Baser, R., Jackson, J.S. (2007). The mental health of black Caribbean immigrants: Results from the national survey of American life. *American Journal of Public Health*, 97(1), 52-59.