



SCHOOL OF SOCIAL WORK

SWK 510: CLINICAL PRACTICE IN MENTAL HEALTH

INSTRUCTOR:	Dawn Nelson, LCSW, ACSW, SAP, CART
OFFICE:	Mesquite, Rm 107
OFFICE HOURS:	Mondays 12:00-4:00 p.m. Tuesdays 1:00-5:00 p.m.
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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-V 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-V, a common reference frame across mental health disciplines.
4. Students will be able to articulate the role of DSM-V 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-V, specifically the hazards of labeling.
6. Students will demonstrate awareness of the professional role of social workers in working with multidisciplinary treatment teams.
7. Students will be aware if the empirical validation studies conducted in the ongoing development of the DSM-V
8. Students will be able to use decision tree tools to enhance critical thinking skills.
9. Students will develop a heightened awareness of their own biases associated with the stigmas against persons with mental disorders.
10. Students will be able to articulate the cultural biases inherent in classification systems designed to assign person to homogenous categories.

11. Students will learn the intake process used by a social worker in a mental health setting.

STUDENT LEARNING OUTCOMES:

1. Students will be able to identify the essential elements of a biopsychosocial history and Demonstrate how to collect a history and support a diagnosis based on the history obtained.
2. Students will be able to administer and tabulate a diagnostic questionnaire to assist in determining and/or supporting a diagnosis.
3. Students will be able to identify evidence based interventions for mental health diagnosis.
4. Students will be able to articulate how identifying strengths will assist the client in recovery.

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-V to complete the in class exercises.

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders (5th ed.)* Washington, D.C.: American Psychiatric Association. (May bring from agency or borrow one)

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:

Grading and evaluation - Grades will be determined according to the following percentage points earned against possible points.

Evaluation for the course grade will be computed according to the following formula:

Possible Points Grade

200 to 180 – A

179 to 160 – B

159 to 140 – C

139 to 120 – D

OVERVIEW OF ASSIGNMENTS

1. Administering an assessment = 30 points total
2. Exams (2 throughout the course) = 80 points total
3. Case Studies (2 throughout course) = 70 points
4. In-class case analysis (2 throughout course) = 20 points

1. **Administering an Assessment** – There will be 3 assessments provided, e.g. Quick Inventory of Depression, Bi Polar rating scales, Schizophrenic Rating Scales. They are worth 10 points each. To get full points on every discussion assignment **you must do all of the following:**
 - a. Administer the scale with a client or role play with a colleague.
 - b. Write a brief summary i.e. one page or less of the challenges you encountered when administering the scale and how you would overcome these challenges in future sessions. Proper grammar is expected.
2. **Exams** – There are 2 exams in this course. They are worth 40 points each (80 points total). Exams are open book and open note. In prior class, there is an in-class exam review and discussion.
3. **Case Studies** – You will have two written assignments throughout the course on an assigned case. Two papers are worth 70 points (35 each). An outline for the case studies will be given to you. The outline includes: Diagnosis you considered. What diagnosed you ruled out and why. Your final diagnosis. The strengths you identified and how you would use those strengths to assist the individual with recovery.
4. **In class Demonstration** – There are two of these in the course. Some will be asked to demonstrate how you would collect data for a Bio-psychosocial history. An outline will be given to you. The other class members will provide feedback to you and point out opportunities for improvement. These are participatory assignments and there is no make-up if you are absent. Basically, if you participate in your groups assignment and discussion for that day, you get the 10 points. (20 points total for the course.)

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 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
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is based on instructor observation. Students will be given feedback if problems are evident.

POLICY ON DUE DATES: Handed in assignments and exams are due at the beginning of the class period as assigned. Late assignments for papers and/or projects (with the exception of final exams) will be accepted with a penalty of one grade deduction from the original grade for every day the assignment is late. *Late assignments will not be accepted for discussion board postings and exams.*

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

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

COURSE SCHEDULE

Week	Reading(s) (All readings are from the DSM-V)	Assignment/Activities
1- Sept 2	Syllabus	Syllabus Review Introductions DSM V Overview
2- Sep. 9	Neurodevelopmental Neurocognitive Disorders	Administering an Assessment
3- Sep. 16	Schizophrenia & Psychosis	Schizophrenia Rating Scale Assignment
4- Sep. 23	Bipolar & Depressive Disorders	Schizophrenia Rating Scale Due Exam Review
5- Sep. 30		EXAM #1

Updated version 08.15

6- Oct 7	Anxiety; OCD	Quick Inventory of Depression Assignment
7- Oct. 14	PTSD; Dissociative Disorders	Quick Inventory of Depression Due Bipolar Rating Scale Assignment
8- Oct. 21	Somatic, Feeding, Elimination, Sleep-wake	Bipolar Rating Scale Assignment Due
9- Oct. 28	Sexual & Gender	
10- Nov. 4	Substance Abuse & Conduct Disorders	CASE STUDY #1 DUE
11- Nov. 11	Personality Disorders	Exam Review
12- Nov. 18	EXAM #2	EXAM #2
13- Nov. 25	HOLIDAY	HOLIDAY
14- Dec 2	Other Mental/Movement/Other Conditions	
15- Dec. 9	Medications often used to help control symptoms of mental disorders. Review & Wrap Up.	CASE STUDY #2 DUE
	In-class Demonstrations Will Be Assigned with Individual Due Dates	In-class Demonstrations Will Be Assigned with Individual Due Dates

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.

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.

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- 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. (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) 43-44.

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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.

ASSIGNMENT: Administering an Assessment --30 POINTS				
<u>COMPETENCY MSW C 2.1.3</u> Critically analyze practice situations and communicate judgments and reasoning through decision-making processes		<u>COMPETENCY MSW C 2.1.7</u> Apply knowledge of human behavior and the social environment		
PRACTICE BEHAVIORS: 1.3a Applies professional judgment and reasoning	1.3b Synthesizes and effectively communicates relevant information to others	1.7a Translates empirically-supported human behavior theories and conceptual frameworks into practice at all levels	1.7b Uses appropriate assessment and intervention strategies grounded in human behavior theories and conceptual frameworks	
F(1) Did Not Meet Expectations	D(2) Met Minimal Expectations	C(3) Met All Expectations	B(4) Exceeded Expectations	A(5) Achieved Excellence

ASSIGNMENT: Case Studie--70 POINTS				
<u>MSW COMPETENCY C 2.1.1</u> Exemplify professional social work behavior and standards		<u>MSW COMPETENCY C 2.1.2</u> Apply social work ethical principles to resolve dilemmas and create positive change		
PRACTICE BEHAVIORS: 1.1a Employs conscious use of self, self-reflection, self-monitoring, and self-correction in practice situations		1.1b Models professional demeanor in behavior and communications	1.2a Articulates and advocates social work values and ethics among interdisciplinary situations and settings	1.2b Strategically uses supervision and consultation to address ethical dilemmas in practice
F(1) Did Not Meet Expectations	D(2) Met Minimal Expectations	C(3) Met All Expectations	B(4) Exceeded Expectations	A(5) Achieved Excellence

ASSIGNMENT: In-Class Analyses --20 POINTS				
<u>COMPETENCY MSW C 2.1.6</u> Contribute to evidence-based best practice approaches to assess and improve effectiveness		<u>COMPETENCY MSW C 2.1.9</u> Use leadership skills to respond, influence, and shape changing contexts		
PRACTICE BEHAVIORS: 1.6a Uses research and evaluation to assess intervention, efficacy, and effectiveness		1.6c Uses evidence-based research findings to improve practice	1.9a Demonstrates leadership in changing contexts of social, organizational, and community environments	1.9b Knows leadership skills necessary for community decision-making processes
F(1) Did Not Meet Expectations	D(2) Met Minimal Expectations	C(3) Met All Expectations	B(4) Exceeded Expectations	A(5) Achieved Excellence