



## School of Social Work

### SWK 510: CLINICAL PRACTICE WITH MENTAL HEALTH SCHEDULE Summer I - 2020

*According to State of Texas HB 2504, this course syllabus must be submitted for review prior to the course's scheduled start date. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submission for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus as any time during the course provided (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students must be given ample notice of any changes*

**This is a Tentative Syllabus and will be Revised after 1<sup>st</sup> Week of Class**

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## Overview of Course

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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 bio psychosocial 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 labelling will be highlighted along with cultural concerns in using a homogenous system of diagnostic classes.

## **COURSE OBJECTIVE(S):**

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

## **RELATIONSHIP TO OTHER COURSES:**

This course builds upon practice courses and assessment in SWK 506 Advanced Family Therapy. It builds upon exposure to professional values and ethics, particularly the NASW Code of Ethics.

## **PROGRAM GOALS:**

1. Prepare MSW graduates for professional advanced generalist practice that reflects application and integration of critical thinking, theoretical frameworks, and differential interventions.
2. Enable MSW graduates to apply ethical reasoning to advance equality, justice, and social change.
3. Promote leadership and service that is relevant to individual contexts of practice and enhances well-being and quality of life.

## **CORE COMPETENCIES**

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational

policy. Students achieve programmatic goals listed above through demonstration of the following competencies for Advanced Generalist Practice (AGP).

**Competency AGP 2.1.1** Exemplify professional social work behavior and standards

**Competency AGP 2.1.2** Apply social work ethical principles to resolve dilemmas and create positive change

**Competency AGP 2.1.3** Critically analyze practice solutions and Communicate judgments and reasoning through decision-making processes

**Competency AGP 2.1.4** Demonstrate the ability to build strengths based on mutual engagement with diverse populations

**Competency AGP 2.1.5** Demonstrate commitment to strategies that address discrimination, reduce disparities, and promote social and economic justice

**Competency AGP 2.1.6** Contribute to evidence-based best practice approaches to assess and improve effectiveness

**Competency AGP 2.1.7** Differentially apply theories and frameworks of HBSE

**Competency AGP 2.1.8** Promote social policies to improve service delivery systems

**Competency AGP 2.1.9** Use leadership skills to respond, influence, and shape changing contexts

**Competency AGP 2.1.10** Demonstrate autonomy in dynamic practice situations that involve:

2.1.10.1 Relationship-building at all levels of systems

2.1.10.2 Evidence-based assessment tools and intervention approaches

2.1.10.3 Effective intervention with complex problems and prevention strategies

2.1.10.4 Response to the feedback process from interventions

**Competency AGP 2.1.11:** Develop leadership skills as advanced generalist practitioners to enhance organizations and communities

**Competency AGP 2.1.12:** Demonstrate innovative problem-solving in social and organizational systems

### **Practice Behaviors**

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that comprise competency at the Advanced Generalist Practice (AGP) level. While content and activities of each course in the MSW curriculum covertly or overtly addresses each of the nine competencies, identified within each course is a set of specific

practice behaviors representing observable components of one for more competencies. Course content and assessment are reflected in the following practice behaviors:

AGP 2.1.2a Articulates and advocates social work values and ethics among interdisciplinary situations and settings

AGP 2.1.10c Collects, organizes and interprets clients data

AGP 2.1.10e Select appropriate intervention strategies

AGP 2.1.10f demonstrates one's ability to move a client system through the practice intervention process

AGP 2.1.10i Facilitates transitions and endings

## Course Structure

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### Texts and Associated Materials

#### Required Texts:

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

#### Additional Readings Suggested:

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 (2<sup>nd</sup> ed.)*. Belmont, CA: Wadsworth.

Wedding, D., Boyd, M.A., Niemic, R.M. (2005). *Movies & Mental Illness. Using Films to Understand Psychopathology (2<sup>nd</sup> 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.

### OVERVIEW OF ASSIGNMENTS

- 1. Assessment 1, including Diagnosis & Interventions** – Write a complete intake assessment on a client with a DSM diagnosis. Develop a treatment plan that would last 6 sessions with this client and discuss the types of interventions deemed useful to help the client during each of the sessions, and include a termination plan.

2. **Exams** – There are 2 exams in this course. They are worth 100 points each (200 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 case studies assignments for the course. Two papers are worth 100 points (50 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. **Weekly Class Discussions** – There are weekly discussions in the course. Student will discuss what they learned from weekly reading, video, and assessment and case studies. Class members will provide feedback to peers' discussions and point out opportunities for sharing and learning opportunities. All students **MUST** participate in weekly discussion of what you learned from the readings assignments, video lectures, learning objectives, PowerPoints. (100 points total for the course.)

### Grading Scale

1. Assessment 1	= 100 Points
2. Exams (2 worth 100 each)	= 200 points
3. Case Studies (2 worth 50 each)	= 100 points
4. Weekly Discussions (10 worth 10 each)	<u>= 100 points</u>
	500 total

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

Evaluation for the course grade is computed according to the following formula:

Possible Points	Grade
500 to 425	A
424 to 350	B
349 to 275	C
274 to 200	D
199 below	F

## Student Rights and Responsibilities

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"Civility in face-to-face classrooms, online courses and in labs, internships, practicum and all other academic settings necessitate respect for the opinions of others and is very important in all academic settings. It is likely you may not agree with everything that happens or discussed in the academic setting; however, courteous behavior and responses are expected. To create a civil and preserve learning environment that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum" (Student Guide Book, p 35). To create an optimum learning environment, students have rights and responsibilities.

## **Student Rights**

### *As set forth in Texas A&M University System Policy 13.02*

The rights of students are to be respected. These rights include respect for personal feelings; freedom from indignity of any type, freedom from control by any person except as may be in accord with published rules of the system academic institutions, and conditions allowing them to make the best use of their time and talents toward the objectives, which brought them to the system academic institutions. No officer [university faculty, employee] or student, regardless of position in rank, shall violate those rights, any custom, tradition or rule in conflict will be allowed to prevail.

Students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education.

### *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) 886-5853  
Fax (903) 468-8148  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

## **Students Responsibilities**

### **Class Attendance and Participation Policy**

- Class participation has three components: (1) appropriate interactions with classmates; (2) active involvement in class activities and (3) attentiveness
- Students will attend class, reflecting responsibility, inherent in the development as a social work professional. Being on time and prepared when class begins and remaining present throughout the entire class meeting demonstrates emerging professional behavior expected in social work graduates. Roll is taken in each class to document students' attendance.
- Classroom exercises, discussions, role-plays, guest speakers and other in-class experimental 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 one-half absence and two (2) times being late to class or two (2) early departures culminating into one absence.

- A student is absent if he/she arrives more than 30 minutes late to class, leaves 30 minutes early or does not come to class.
- The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

<b><u>Weekly</u></b> <b><u>(class meets</u></b> <b><u>1X week)</u></b>	<b><u>Up to 2</u></b> <b><u>absences: No</u></b> <b><u>Penalty</u></b>	<b><u>3 absences: 1</u></b> <b><u>letter grade drop</u></b>	<b><u>4 absences: Class grade of "F"</u></b>	
<b><i>Bi-Weekly</i></b> <b><i>(class meets</i></b> <b><i>2X week)</i></b>	<b><i>Up to 3</i></b> <b><i>absences: No</i></b> <b><i>Penalty</i></b>	<b><i>4 absences: 1</i></b> <b><i>Letter grade drop</i></b>	<b><i>5 absences: 1</i></b> <b><i>Letter grade</i></b> <b><i>drop</i></b>	<b><i>6 absences:</i></b> <b><i>Class grade of</i></b> <b><i>"F"</i></b>
<b><i>Summer 10-</i></b> <b><i>week</i></b>	<b><i>Up to 1</i></b> <b><i>absence: No</i></b> <b><i>Penalty</i></b>	<b><i>2 Absences: 1</i></b> <b><i>Letter grade drop</i></b>	<b><i>3 absences: Class grade of "F"</i></b>	

Online, Blended and Web Enhanced Classes: Just as students are required to attend face-to-face classes, students are required to log in and participate in online venues. To receive credit for attendance online via eCollege, students must log in and complete assignments as required in the course. Not logging onto eCollege (monitored by the instructor) and completing assignments online during the required time is the equivalent of an absence for each week this occurs.

*Final Evaluation and Grade Depends on both Classroom attendance and Participation*

Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

**Student Conduct**

Students preparing to become professional social workers must adhere to the *University Code of Conduct, Department Code of Conduct and National Association of Social Workers' (NASW) Code of Ethics.*

**University Code of Conduct** located in the *Student Guide Book* at

<http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66). On the University Website under Campus Life Documents

To become aware of University policies related to student academic and behavioral expectations for students refer to the Guidebook.

### **Department Code of Conduct**

*"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)*

Social Work students conduct themselves in an ethical and professional manner. Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at <https://www.socialworkers.org/pubs/code/code.asp> ) on the NASW website:

<https://www.socialworkers.org>

### **Campus Concealed Carry**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to

((<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer).

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.



## **Plagiarism and Academic Dishonesty**

There is an expectation of maintaining high standards of integrity and honesty by all Social Work Graduate students at Texas A&M University-Commerce. Faculty and staff are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. Conduct that violates generally accepted standards of academic honesty is academic dishonesty.

The School of Social Work follows University Procedure 13.99.99.R0.10 Graduate Student Academic Dishonesty (available at <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf> )

Students are expected to read and understand the University's Academic Dishonesty Policy

The Office of the Provost documents and maintains a record of all incidents of academic dishonesty. Multiple incidents of academic dishonesty will result in a student's dismissal from the program and from the University.

A student who fails to meet the professional expectation of the field for which he/she is preparing may be suspended from further study in that program by the department administering the program (Graduate School Catalog p 36)

## **TECHNOLOGY REQUIREMENTS**

### **Browser support**

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

### Desktop Support

<b>Browser</b>	<b>Supported Browser Version(s)</b>	<b>Maintenance Browser Version(s)</b>
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

### Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	<p>The current major version of iOS (the latest minor or <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.</p> <p>Chrome: Latest version for the iOS browser.</p>
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- **For YouSeeU Sync Meeting sessions *8 Mbps* is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
  - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
  - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
  - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents

for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

## **ACCESS AND NAVIGATION**

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## **COMMUNICATION AND SUPPORT**

### **Brightspace Support**

#### **Need Help?**

#### **Student Support**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778



or

click on the **Live Chat** or click on the words “click here” to submit an issue via email. System **Maintenance**

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

## Calendar

Schedule - Week of	Readings(s) (All readings are from Handouts & DSM V	Assignments/Activities
Week 1 – 6/1	Download & Review Syllabus Review Changes from DSMIV to DSM V (PPt1) <b>Read Intro - pgs. 5-17 - DSM V</b>	Review Syllabus Complete Week 1 Discussion Review PowerPoint 1 (PPt1)
Week 2 -- 6/8	Assessment, Diagnosis & Treatment <b>Review pgs. (733 – 748).</b>	Review Assessment & DSM Diagnosis Handout Review of Psyo History Handout Complete Week 2 Discussion Review PowerPoint 2 (PPt2)
Week 3 – 6/15	Bipolar & Depressive Disorders <b>Read pgs. (123-154) &amp; (155 – 188).</b>	<b>YouSeeU-Virtual Meeting 6/17 - 11am</b> (Please attend/will be record) Inventory of Depression Complete Week 3 Discussion Review PowerPoint 3 (PPt3)
Week 4 – 6/22	Anxiety Disorders and OCD <b>Read pgs. (189-233) &amp; (235 – 264).</b>	<b>Psychosocial History due</b> Complete Week 4 Discussion Review PowerPoint 4 (PPt4)
Week 5 – 6/29	Schizophrenia and Psychosis <b>Read pgs. (87-122).</b>	<b>Exam # 1</b> Complete Week 5 Discussion Review PowerPoint 5 (PPt5)
Week 6 – 7/6	Trauma; Dissociative Disorders <b>Read pgs. (265-290) &amp; (291 – 307).</b>	Complete Week 6 Discussion Review PowerPoint 6 (PPt6)
Week 7 – 7/13	Neurocognitive Disorders Substance-Related and Addictive Disorders <b>Read pgs. (591-643) &amp; (481 – 589).</b>	<b>YouSeeU-Virtual Meeting 7/14 - 11am</b> (Please attend/will be record) <b>Case Study # 1 due</b> Substance Use Assessments Complete Week 7 Discussion Review PowerPoint 7 (PPt7)
Week 8 – 7/20	Personality Disorders <b>Read pgs. (645-684).</b>	<b>Assessment 1, Diagnosis and Treatment Plan Due (Annette)</b> Complete Week 8 Discussion Review PowerPoint 8 (PPt8)
Week 9 – 7/27	Sexual Dysfunctions Gender Dysphoria Feeding and Eating Disorders <b>Read pgs.(423-450), (451 – 459) &amp; (329 – 354).</b>	<b>Case Study # 2 due</b> Complete Week 9 Discussion Review PowerPoint 9 (PPt9)
Week 10 – 8/3	Pharmacology	<b>Exam #2</b> Pharmacology Handout Complete Week 10 Discussion

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