



## **A&M-Commerce Supports Students' Mental Health**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

Please, click on the following link to access A&M-Commerce Covid 19 Information, <https://new.tamuc.edu/coronavirus/>

## **SWK 510.01W: Clinical Practice with Mental Health**

COURSE SYLLABUS: Summer I 2022

### **INSTRUCTOR INFORMATION**

Instructor: Benjamin May, LCSW, PhD  
Office Location: Henderson Rm 323A  
Office Hours: Mon 10-2pm and by appointment  
Office Phone: 903-886-5512  
University Email Address: Benjamin.may@tamuc.edu  
Preferred Form of Communication: **email**  
Communication Response Time: 24 hours except weekends

### **COURSE INFORMATION**

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

**American Psychiatric Association.** (2022). *Diagnostic and Statistical Manual of Mental Disorders 5 - TR (5<sup>th</sup> ed. Text Revision.)* Washington, D.C.: American Psychiatric Association. (May bring from agency or borrow one)

Software Required

Optional Texts and/or Materials

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

## **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 -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 labelling will be highlighted along with cultural concerns in using a homogenous system of diagnostic classes.

## **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). Students achieve programmatic goals listed above through demonstration of the following **bolded 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

## **Student Learning Outcomes (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 or more competencies. Content and Assessment in this course reflect 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 REQUIREMENTS**

**Minimal Technical Skills Needed** Minimal Technical Skills Needed - you will need to use Word to create the Assignments and they need to be in APA format – please see manual. Adobe PDF files can also be used.

**Instructional Methods** This is an online course and you will need to review online D2L – Syllabus (with a calendar in back) Weeks 1 through 10 that include: 1) Learning Objectives, 2) Power Points or handouts of the Text Chapters covered as per the Calendar (syllabus), 3) Video Lectures, 4) Read the assigned Text pages (syllabus) and post Weekly Discussions, and 5) Conclusion.

## **Student Responsibilities or Tips for Success in the Course**

Please keep up with the course and keep me informed of your progress or problems – I need to know if something happens in your life when it happens NOT THE LAST WEEK OF CLASS. I am a fair instructor and please treat both of us (you and me with respect).

## **GRADING**

1. Assessment 1	= 100 Points
2. Exams (2 worth 100 each)	= 200 points
3. Case Study	= 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

## **Assessments**

### **SWK 510 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 Study** – You will have a case study assignment for the course. It is worth 100 points. 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.)

## **TECHNOLOGY REQUIREMENTS**

### **LMS**

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## 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

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. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

### Interaction with Instructor Statement

Instructor will respond to email queries within 2 business days.

# **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

## **Course Specific Procedures/Policies**

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## **University Specific Procedures**

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).  
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:  
<https://www.britannica.com/topic/netiquette>

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).  
<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>  
<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)  
[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

### Graduate Student Academic Dishonesty Form

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

## **Students with Disabilities-- ADA Statement**

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

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

## **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

## **Campus Concealed Carry Statement**

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 the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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.

## **Department or Accrediting Agency Required Content**

### **Engagement Policy**

#### ***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.

To earn a level of competency within a specific course, students must demonstrate both mastery of content and active engagement.

Mastery of content areas is evidenced by successful completion of course assignments such as written papers, group project deliverables, tests/quizzes and other tangible products designed by instructors to evaluate knowledge and skills.

Additionally, the Social Work Profession is built upon human interactions and building human relationships – which is defined as engagement. Engagement is defined as meaningful involvement in interactions with instructor, peers, outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment). Within the classroom setting, whether virtual or F2F, students must actively participate in 80% of engagement activities as outlined by individual instructors. These activities can include participation in a live, synchronous virtual classes, attending a Face to Face course when appropriate, interacting with peers in posted discussions and collaborating in group interactive projects.

Students must meet standards for content mastery on tangible assignments and meet the threshold of active engagement 80% of the time during a semester. Instructors are experts in each course content area and set the standards for students to meet for successful completion of the course.

As we enter the Fall semester, we are all working under stresses and strains related to the COVID-19 pandemic. It is imperative we communicate consistently and frequently. If, for any reason, you are not able to complete assignments or actively engage in the course, you MUST reach out to your instructor and let him or her know.

### **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>

## COURSE OUTLINE / CALENDAR

Schedule - Week of	Readings(s) (All readings are from Handouts & DSM V	Assignments/Activities
Week 1 – 6/6	Download & Review Syllabus History of DSM V Week 1(PPt1) <b>Read Intro - pgs. 5-28 - DSM V - TR</b>	Review Syllabus Complete Week 1 Discussion Review PowerPoint 1 (PPt1)
Week 2 -- 6/13	Assessment, Diagnosis & Treatment <b>Review pgs. (841 – 857).</b>	Review Assessment & DSM Diagnosis Handout Review of Psyso History Handout Complete Week 2 Discussion Review PowerPoint 2 (PPt2)
Week 3 – 6/20	Bipolar & Depressive Disorders <b>Read pgs. (139-175) &amp; (177 – 214).</b>	Inventory of Depression Complete Week 3 Discussion Review PowerPoint 3 (PPt3)
Week 4 – 6/27	Anxiety Disorders and OCD <b>Read pgs. (215-261) &amp; (263 – 294).</b>	Complete Week 4 Discussion Review PowerPoint 4 (PPt4)
Week 5 – 7/04	Schizophrenia and Psychosis <b>Read pgs. (101-138).</b>	<b>Exam # 1</b> Complete Week 5 Discussion Review PowerPoint 5 (PPt5)
Week 6 – 7/11	Trauma; Dissociative Disorders <b>Read pgs. (265-328) &amp; (329 – 348).</b>	Complete Week 6 Discussion Review PowerPoint 6 (PPt6)
Week 7 – 7/18	Neurocognitive Disorders Substance-Related and Addictive Disorders <b>Read pgs. (667-732) &amp; (543 – 665).</b>	<b>Case Study due</b> Substance Use Assessments Complete Week 7 Discussion Review PowerPoint 7 (PPt7)
Week 8 – 7/25	Personality Disorders <b>Read pgs. (733-778).</b>	<b>Assessment 1, Diagnosis and Treatment Plan Due (Annette)</b> Complete Week 8 Discussion Review PowerPoint 8 (PPt8)
Week 9 – 8/01	Sexual Dysfunctions Gender Dysphoria Feeding and Eating Disorders <b>Read pgs.(477-509), (511 – 520) &amp; (371 – 397).</b>	Complete Week 9 Discussion Review PowerPoint 9 (PPt9)
Week 10 – 8/08	Pharmacology	<b>Exam #2</b> Pharmacology Handout Complete Week 10 Discussion