



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

SWK 510: Clinical Practice in Mental Health

COURSE SYLLABUS: Summer I 2023

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, telephone, and Zoom**
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 (5th ed.)* Washington, D.C.: American Psychiatric Association. (May bring from agency or borrow one)

Software Required

Optional Texts and/or Materials

All MSW students need to purchase the following set of study materials to prepare for the Graduate Comprehensive Exam that they will take in their final semester. You must pass the exam to receive your degree. It is never too early to begin studying for the exam.

Comprehensive Study Guide (Masters, Clinical, Adv. Generalist) Version 9.0. Social Work Examination Services. [www https://swes.net/study-materials/comprehensive-study-guide-lmsw/](https://swes.net/study-materials/comprehensive-study-guide-lmsw/)

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-5 to work with at-risk populations across diverse settings and with diverse mental health professionals. Ethical dilemmas inherent in categorizing and labelling will be highlighted along with cultural concerns in using a homogenous system of diagnostic classes.

Prerequisites:

Students must have completed all MSW foundation curriculum requirements; been admitted to the MSW program; and be in good standing in the MSW program.

Relationship to Other Courses:

Student Learning Outcomes (Should be measurable; observable; use action verbs)

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. Listed below are the competencies and associated knowledge, skills, values and/or cognitive and affective processes that comprise the expected outcomes for this course.

	Activity/Assessment	Dimensions
Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities		
<ul style="list-style-type: none"> Apply knowledge of human behavior and the social environment, person-in- 	successful completion of Assessment 1 activity	

<p>environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies across urban and rural settings and at the complex intersection of these two</p>		
<ul style="list-style-type: none"> • Discern the most appropriate engagement strategy according to each practice context. 	<p>successful completion of Assessment 1 activity</p>	
<p>Competency 7: Assess Individuals, Families, Groups, Organizations and Communities <i>as demonstrated by successful completion of role play activities, tests</i></p>		
<ul style="list-style-type: none"> • Collect and organize client-driven data, and skillfully apply critical thinking to interpret information from both rural and urban clients and constituencies; and those who are at the intersection of the two environments 	<p>Role Play Activities, Tests</p>	<p>Knowledge, Skills</p>
<ul style="list-style-type: none"> • Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges 	<p>Role Play Activities/Tests</p>	<p>Knowledge, Skills</p>

<p>within clients and constituencies reflective of their environment whether rural, urban or at the intersection of both.</p>		
<ul style="list-style-type: none"> Modify appropriate intervention strategies based on the assessment, research knowledge, and values and preferences for clients and constituencies reflective of their environment whether rural, urban or at the intersection of both 	<p>Role Play Activities/Tests</p>	<p>Knowledge, Skills</p>
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities</p>		
<ul style="list-style-type: none"> Critically choose and implement interventions to achieve practice goals and enhance capacities for clients and constituencies in both urban and rural environments and at the intersection of the two. 	<p>Activity #1, Role Plays and Tests</p>	
<ul style="list-style-type: none"> Apply knowledge of human behavior and the social environment, person-in- 	<p>Activity #1, Role Plays and Tests</p>	

<p>environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies in both urban and rural environments and at the intersection of the two</p>		
<ul style="list-style-type: none"> Facilitate effective transitions and endings that advance mutually developed goals for clients in both urban and rural environments and the intersection of both. 	<p>Activity #1, Role Plays and Tests</p>	

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this class you will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting your assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, knowledge and skills in using Microsoft Word PowerPoint and Outlook Email, if you have any issues with using the various systems or software, it is your responsibility to contact support services and to notify the instructor of the problem.

Instructional Methods

This course will be delivered via synchronous and asynchronous sessions via D2L and will consist of live class sessions, pre-recorded lectures, group engagement activities, various assignments with some including experiential learning and practical application of the content areas. In addition, small lectures, discussion activities and workshops may be utilized to provide instruction during this course.

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible to engage in active learning and reaching out to the instructor if there are problems or challenges that is interfering in optimal learning. Communication is key when engaged in a fully online, virtual environment.

Expectations for success include:

1. Always demonstrate professional behavior, including demonstrating respect for instructor and peers; being open to feedback and guidance throughout this class and in the program.
2. Adhered to the School of Social Work and University student code of conduct, along with NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, with a focus on completing all readings prior to engagement with instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as receiver of knowledge and skills.
5. Actively participate in engagement activities which will include live virtual class sessions, online discussions, and interactive learning opportunities -as this is vital for learning and success in both this course and the program.
6. Work ahead when possible, completing assignments ahead of due date so you are prepared to submit on the due date.
7. Sign into the D2L course multiple times during the week to access updated announcements or posted resources.
8. Check your university email daily. This is the official method of communication by the university, department, and instructor.
9. Be open and focused on the “process” and not the “product” as earning this degree requires time, effort, work and ultimately growth in knowledge, skills, abilities along with personal and professional attributes.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100% of total points

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

1. Assessment	= 100 Points
2. Exams (2 worth 100 each)	= 200 points
3. Weekly Discussions (10 worth 10 each)	= <u>100 points</u>
	400 total

Assessments

- 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. Exams are open book and open note. In prior class, there is an in-class exam review and discussion.
- 3. Role Play Activity/Discussions** - Students will be paired with a partner. Each student will demonstrate how a social worker would collect data for a biopsychosocial history and pretend to be a client in a recording to be uploaded to D2L. An outline and diagnosis will be given to you for each role. The other class members will attempt to diagnose the client with feedback on the D2L Discussion thread. At the end of the week, the presenters tell the class the correct diagnosis and explain the symptoms, including any differential diagnoses. This is a participation grade for role play and discussion. All students **MUST** participate in weekly discussions during each week to receive credit. No late work accepted for this assignment. (10 weeks x 10 points each; 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

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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.

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

If you have any questions or are having difficulties with the course material, please contact your instructor via email. Instructor will respond to email queries within two 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>

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

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<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.

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School of Social Work and Council on Social Work Education Specific Policies

Course Engagement

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 may include, but are not limited to participation in 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 of the time set during a semester by the instructor.

Instructors are experts in each course content area and set the standards for students to meet for successful completion of the course.

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*.

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>

University Code of Conduct located in the *Student Guidebook* 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.

Appendix A

Assessment Rubric (100 points)

Criteria	Level 4 30 points	Level 3 24 points	Level 2 21 points	Level 1 18 points	Criterion
					Score
Criterion 1 Biopsychosocial History	Complete biopsychosocial history	Missing 1-2 components of biopsychosocial history	Missing 3 or more components of biopsychosocial history	Major items are missing	/30
Criterion 2 Assessment and DSM-5-TR Diagnosis	Strong assessment and correct diagnosis for symptoms	Missing 1-2 parts of assessment and/or sub-components of diagnosis are missing or wrong	Assessment and/or diagnosis is inadequate	Both assessment and diagnosis are inadequate	/30
Criterion 3 Treatment Plan	Strong, well-planned treatment plan	Adequate treatment plan but needs more details	Treatment plan is missing some items and/or sessions	Treatment plan is missing many items	/30
Criterion 4 Professional Writing	Professionally written with no grammar errors	Minor mistakes but overall is professionally written	Professional writing needs improvement or proofreading	Lacks professionalism or major mistakes	/10

ROLE PLAY/DISCUSSION RUBRIC (10 Points for Each Week = 100 Points)

Criteria	Excellent	Satisfactory	Unsatisfactory	Incomplete	Criterion Score
Role Play “Social Worker” and Client	Level 4 5 points	Level 3 3.75	Level 2 2.5	Level 1 1.25	
Role play “social worker” asks biopsychosocial history questions with professionalism and intake skills	Role play “social worker” asks all biopsychosocial history questions with genuineness and warmth while maintaining professionalism	Role play “social worker” misses a few biopsychosocial history questions but maintains professionalism	Role play “social worker” asks misses a major area of biopsychosocial history questions or slides into friendship or other inappropriate role	Role play “social worker” misses two or more major areas biopsychosocial history questions or in professionalism	/5

Role Play “Client”					
Role play “client” demonstrates symptoms of assigned diagnosis	Role play “client” demonstrates multiple symptoms of assigned diagnosis in convincing way	Role play “client” demonstrates most symptoms of assigned diagnosis in convincing way	Role play “client” demonstrates 1-2 symptoms of assigned diagnosis in convincing way	Role play “client” does not demonstrate the correct symptoms for the assigned diagnosis	/5
Role Play Total					/10

OR

Discussion	10 points	7.5 points	5 points	2.5 points	
Class “audience” responds with diagnosis attempt	Respond with diagnosis and key symptoms as described in DSM-5-TR	Responds with diagnosis but omits symptoms	Responds with incorrect diagnosis but was within differential diagnostic codes	Response is not within the same week	/10

COURSE OUTLINE / CALENDAR

Schedule - Week of	Readings(s) (All readings are from Handouts & DSM V)	Assignments/Activities
Week 1 – 6/5	Download & Review Syllabus History of DSM V Week 1(PPT1) Read Intro - pgs. 5-28 - DSM V - TR	Review Syllabus Complete Week 1 Discussion Review PowerPoint 1 (PPT1)
Week 2 -- 6/12	Assessment, Diagnosis & Treatment Review pgs. (841 – 857).	Review Assessment & DSM Diagnosis Handout Review of Psyso History Handout Complete Week 2 Discussion NO PowerPoint 2 (PPT2)
Week 3 – 6/19	Bipolar & Depressive Disorders Read pgs. (139-175) & (177 – 214).	Inventory of Depression Complete Week 3 Discussion Review PowerPoint 3 (PPT3)
Week 4 – 6/26	Anxiety Disorders and OCD Read pgs. (215-261) & (263 – 294).	Complete Week 4 Discussion Review PowerPoint 4 (PPT4)
Week 5 – 7/03	Schizophrenia and Psychosis Read pgs. (101-138).	Exam # 1 Complete Week 5 Discussion Review PowerPoint 5 (PPT5)
Week 6 – 7/10	Trauma; Dissociative Disorders Read pgs. (295-328) & (329 – 348).	Complete Week 6 Discussion Review PowerPoint 6 (PPT6)
Week 7 – 7/17	Neurocognitive Disorders Substance-Related and Addictive Disorders Read pgs. (35 - 99) & (543 – 665).	Case Study due Substance Use Assessments Complete Week 7 Discussion Review PowerPoint 7 (PPT7)
Week 8 – 7/24	Personality Disorders Read pgs. (733-778).	Assessment 1, Diagnosis and Treatment Plan Due (Annette) Complete Week 8 Discussion Review PowerPoint 8 (PPT8)
Week 9 – 7/31	Sexual Dysfunctions Gender Dysphoria Feeding and Eating Disorders Read pgs.(477-509), (511 – 520) & (371 – 397).	Complete Week 9 Discussion Review PowerPoint 9 (PPT9)
Week 10 – 8/07	Pharmacology	Exam #2 Pharmacology Handout Complete Week 10 Discussion

