Texas A&M University-Commerce
School of Social Work

Fall, 2012
SWK 510: CLINICAL PRACTICE IN MENTAL HEALTH
Thursday - 6:00 to 9:00 p.m.
Metroplex Campus--Mesquite

INSTRUCTOR: Lon B. Johnston, Ph.D., LCSW
OFFICE: Henderson 321
PHONE: (903) 886-5879
E-MAIL: Lon.Johnston@tamuc.edu (preferred means of communication)
OFFICE HOURS: Tuesday: 10:30 – 2:30 (Commerce); 3:30–4:30 (Mesquite);
Thursday: 10:00 – 3:00 (Commerce); 4:00 – 6:00 (Mesquite); Other times by arrangement

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 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 concerns in using a homogenous system of diagnostic classes.

MSW PROGRAM OBJECTIVES:

This course addresses the following MSW Program Objectives:

M1.1 Students will demonstrate the ability to apply critical thinking and systematic approaches, based on the generalist perspective, to advanced generalist practice interventions with all levels of client systems.

M1.2 Students will demonstrate skills and knowledge as change agents for effective functioning within organizations and various environmental contexts.

M1.3 Students will demonstrate the knowledge, values and skills needed for autonomous practice.

M1.4 Students will demonstrate the knowledge and skills needed to use and provide supervision and consultation in practice settings.

M1.5 Students will demonstrate professional written and oral communication skills in all aspects of social work practice.

M2.2 Students will use empirically-based theories and knowledge to understand human
development and behavior across the lifespan and interactions among and between all levels of client systems.

M4.2 Students will demonstrate the ability to apply strategies used to combat the effects of poverty, oppression, and discrimination on client systems to promote social and economic justice.

COURSE OBJECTIVES:

1. Students will be able to define mental health, mental illness, and mental well-being.
2. Students will be able to compare etiology and treatment options and evidence-based (consumer and developer) practice criteria for various mental disorders.
3. Students will understand the nomenclature, coding, and classification system of the DSM-IV-TR, a common reference frame across mental health disciplines.
4. Students will be able to articulate the role of DSM-IV-TR diagnoses in a comprehensive biopsychosocial assessment and integrated treatment plan.
5. Students will be able to describe the ethical dilemmas in classifying and reporting procedures of the DSM-IV-TR, specifically the hazards of labeling.
6. Students will demonstrate awareness of the professional role of social workers in working with multidisciplinary treatment teams.

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.

OVERVIEW OF ASSIGNMENTS:

1. **Assignment #1-Case Study Exercise**: Four case studies will be handed out during the semester. The cases will require you to study the DSM-IV-TR to determine the diagnosis and prognosis for the client. You will be expected to write a treatment plan for each case study, following a form provided by the professor. For Case Study Reports #1 and #2 you will only provide information under Axis I and Axis II. All five axes will be assessed for Case Study Reports #3 and #4. Due dates: Case #1, Sept 20; Case #2, Oct 11; Case #3, Nov 2; and Case #4, Nov 16. Each Case Study is worth 25 points. (Obj. 1, 2, 3, & 4, 8.)

2. **Assignment #2 Quizzes**: There will be four quizzes given throughout the semester. They will be given at the beginning of class. Students who come to class late will not be allowed to take the quiz and will receive a zero for the grade. No make up quizzes will be given. Each quiz will be worth 25 points and will contain 10 multiple choice questions from that week’s DSM topic. These quizzes are intended to help prepare you for the state licensing exam. Quiz dates are noted on the syllabus. Each quiz is worth 25 points. (Obj. 1-11)
3. **Assignment #3- Major Case Analysis:** Each student will write a case study using a client from your field class. **(If you are not currently in field, the Instructor will choose a case for you to use).** This should be a client with a DSM diagnosis. The study should include data from all five axes of the DSM-IV-TR Assessment scale. The mental health problem should be clearly identified, as well as how the problem affects the client’s functioning (GAF) including family life, work, and social functioning. Write a treatment and termination plan to address the identified problem(s): Typewritten, Double Spaced, 12 point font, one inch margins. A cover page must be attached to this assignment, and it must adhere to the newest (6th edition) APA style manual. Due Date: Apr 9. Worth 150 points. (Obj. 1, 2, 3, 4, 8, & 9)

4. **Assignment #5- A final examination** will be given on December 7. Worth 150 points. (Obj. 1-11).

**TEXTS:**

**Required Text:** Must have your own copy of the DSM-IV-TR to complete the in class exercises. Bring this to every class. Most agencies have a copy students can use.


**Recommended Texts:**


GRADING:

Assignment #1-Case Studies (4 x 25 points) 100 points
Assignment #2- Quizzes (4 x 25 points ) 100 points
Assignment #3- Written Case Study 150 points
Assignment #4-Final Examination 150 points

TOTAL 500 points

Final grade will be determined according to the following:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>450-500</td>
<td>A</td>
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<tr>
<td>400-449</td>
<td>B</td>
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<td>350-399</td>
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<tr>
<td>300-349</td>
<td>D</td>
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<tr>
<td>Below 300</td>
<td>F</td>
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PLEASE NOTE THE FOLLOWING POLICIES:

1. No assignments may be rewritten once they have been graded.
2. No extra credit is provided in this class.
3. All assignments must be turned in on time. Late assignments are not accepted.
4. The professor does not read assignments and provide feedback before they are due.
5. One-fourth of the grade for all written assignments will be based upon the correct use of grammar, spelling, sentence structure, APA style, etc.
6. Students must turn off all cell phones and pagers for the duration of the class period. If a student is on call, he/she must place the device on vibrate.
7. Students may use a notebook/laptop for class reasons. However, if this policy is violated and the computers are used for personal use during class, this policy will be changed.

CLASS ATTENDANCE AND PARTICIPATION:

Class attendance and participation are mandatory. Student class attendance is essential to achieving the course goals. Roll will be taken at the beginning of each class. It is your responsibility to notify the instructor if you arrive late; however, students who miss more than half of class will not be given credit for attendance. Students will be allowed 2 absences for any reason. A third absence will result in one letter grade drop from the final average. Anyone who misses 4 or more classes, which is more than one-fourth, will automatically be given a failing grade. Excused and unexcused absences present the same problems to your success in this class.

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

POLICY ON ACADEMIC HONESTY:

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work. Faculty 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 defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), abuse (destruction, defacing, or removal) of resource material, and plagiarism.

Plagiarism is the “[A]ct of appropriating the literary composition of another, or parts of passages of his [or her] writings, or the ideas or language of the same, and passing them off as the product of one’s own mind.” (Black’s Law Dictionary, Abridged Fifth Edition, 1983). When a student gives proper credit to the source, it is not plagiarism.

Some examples of cheating include copying answers from another’s test or assignment, using notes during an exam, giving or receiving help on assignments, and submitting work already submitted or a previous class for credit in another class. If a student suspects cheating is occurring during an exam, the student must immediately notify the instructor so that the instructor can evaluate the situation while it is occurring.

Law, University policy, and ethical standards all require that students refrain from plagiarism or cheating in any form. Social workers must be honest and trustworthy; therefore, social work students must avoid any behavior that is dishonest or impairs the trust of others.

Instances of suspected plagiarism and/or cheating will be thoroughly evaluated. Students found in violation of this policy will be subject to disciplinary action by the Department and University, including failing the course.

ACCEPTABLE CLASSROOM BEHAVIOR:

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Students’ Guide Handbook, Policies and Procedures). Please refrain from having cell phones turned on during class. If you are on call, make sure your phone is on vibrate.

THE STUDENT WITH A DISABILITY:

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:
EXAMINATIONS:

4 quizzes and an end-of-course comprehensive exam will be given.

POLICY ON DUE DATES:

Assignments are due at the beginning of class on the assigned date. No late papers will be accepted for any reason.

MISUSE OF ELECTRONIC ITEMS

The misuse of electronics has become an increasing problem in higher education. All electronic items MUST be turned off upon entering the classroom. This means the use of cell phones, pagers, and notebooks are not allowed during class. The only exceptions are the use of notebooks for class activities and pagers/cell phones if one is on call and the devices are placed on vibrate. The professor will need a signed statement from your supervisor, brought by you to class, indicating the reason you are on call. Any violation of this policy will result in the professor taking ownership of the item until the end of class when it will be returned. If the policy is violated again by the same student, the student will be dismissed from the class. Any emergency calls can be placed to the student through the main number of the metroplex center.

COURSE SCHEDULE:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
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| #1 – August 30 | • Classroom Introductions  
                   • Introduction to Diagnostic and Statistical Manual of Mental Disorders.  
                   • DSM Classifications | DSM-IV-TR – How to use and over-view of multiaxial assessment p. 1-37 & 745-757  
                           Pre-test – Does not count towards final grade. You will be given a post-test at the end of the course. |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Materialacer</th>
<th>Notes</th>
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<tbody>
<tr>
<td>#2 – September 6</td>
<td>(Video) “The Myth of Mental Illness”</td>
<td>NASW – Code of Ethics</td>
<td>Always bring your code to class.</td>
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<td># 3 – September 13</td>
<td>Discussion of Psychotropic medications – Guest Speaker</td>
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<td># 4 – September 20</td>
<td>Disorders usually first diagnosed in infancy, childhood, or adolescence</td>
<td>Case Study #1 Due</td>
<td>DSM-IV-TR pgs. 39-134 &amp; 663-684</td>
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<td></td>
<td>Developmental disorders.</td>
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<td>Impulse-control disorders elsewhere classified</td>
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<td>Adjustment disorders</td>
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<td>Psycho-stimulants-Ethical issues in medications for children.</td>
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<td># 5 – September 27</td>
<td>Cognitive Disorders</td>
<td>Quiz # 1</td>
<td>DSM-IV-TR 135-181</td>
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<td></td>
<td>Delirium, Dementia and Amnestic and other cognitive disorders in literature</td>
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<td>#6 – October 4</td>
<td>Mental Disorders due to a General Medical Condition</td>
<td>Quiz #2</td>
<td>DSM-IV-TR 181-191 &amp; 485-513</td>
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<td>Somatoform</td>
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<td>Multidimensional Functional Assessment</td>
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<td>#7 – October 11</td>
<td>Substance-related disorders</td>
<td>Case Study #2 Due</td>
<td>DSM-IV-TR 191-297</td>
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<td>Co Morbid Diagnosis</td>
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<td>#8 – October 18</td>
<td>Thought Disorders</td>
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<td>DSM-IV-TR 297-344</td>
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<td>#9 – October 25</td>
<td>Anxiety Disorders</td>
<td>Quiz #3</td>
<td>DSM-IV-TR 429-484</td>
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<td>#10 – November 2</td>
<td>Mood Disorder</td>
<td>Case Study #3 Due</td>
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<td>Date</td>
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<td>#11 – Nov 9</td>
<td>Depression &amp; The Elderly Geriatric Depression Scale (GDS)</td>
<td>Assignment #3: Major Case Analysis</td>
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<td></td>
<td>• Factitious Disorder</td>
<td>DSM-IV-TR 513-534</td>
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<td>• Dissociative Disorders</td>
<td>DSM-IV-TR 535-582</td>
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<td>• Sexual and Gender Identity Disorder</td>
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<td>#12 – Nov 16</td>
<td>Personality Disorders</td>
<td>Case Study #4 Due</td>
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<td>• Other Addictions: Eating disorders, Gambling, Sexual, etc.</td>
<td>DSM-IV-TR 685-730</td>
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<td>#13 – Nov 23</td>
<td>Thanksgiving</td>
<td>No Class</td>
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<td>#14 – Nov 30</td>
<td>Other Addictions: Eating disorders, Gambling, Sexual, etc.</td>
<td>Quiz #4</td>
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<td>#15 – Dec 7</td>
<td>COMPREHENSIVE EXAM</td>
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<td>Class Evaluations, etc.</td>
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**SAMPLING OF BIBLIOGRAPHY-JOURNAL ARTICLES**


Townsend, L. (2009). How effective are interventions to enhance adherence to psychiatric medications? Practice implications for social workers working with adults diagnosed with severe mental illness. *Journal of Human Behavior in the Social Environment, 19*(5), 127-

