



*SCHOOL OF SOCIAL WORK*

## **SWK 348: Promoting Mental Health across Populations SPRING 2015 Mesquite Campus**

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*MONDAY* Mesquite 11:45-1:00 or by appointment  
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### **COURSE DESCRIPTION**

This course provides students with knowledge about strengths based social work practice with diverse populations at risk of social and economic injustices and is inclusive of Mental Health. Populations studied will include economically disadvantaged clients and communities; persons with severe and persistent mental illness; people of color; gay, lesbian and transgendered individuals; and abused and neglected children and will require students to understand the Mental Health issues related to the groups indicated.. Students will learn how to complete strengths based assessments, to plan interventions based on individual and group strengths, and to build personal awareness of the significance of diversity as it affects individual and group opportunities for success and well-being with varied client populations.

### **GOALS AND COMPETENCIES:**

**1. Prepare BSW graduates for entry-level professional social work practice that reflects generalist social work knowledge and skills. Graduates will be able to demonstrate the following competencies:**

- 1.1 Apply critical thinking and effective communication (2.1.3)
- 1.3 Apply knowledge of HBSE to practice (2.1.7)
- 1.4 Apply knowledge of policy to practice (2.1.8)
- 1.5 Apply change strategies with all levels of systems (2.1.10)

**2. Enable BSW graduates to practice ethically and apply social work values to promote equality and justice. Graduates will be able to demonstrate the following competencies:**

- 2.1 Apply social work ethics & principles (2.1.2)
- 2.2 Engage diversity in practice (2.1.4)
- 2.3 Promote human rights and social and economic justice (2.1.5)

**3. Provide meaningful contexts through which BSW students engage in leadership, service, and professional excellence. Graduates will be able to demonstrate the following competencies:**

- 3.1 Identify and respond as a professional social worker (2.1.1)
- 3.2 Respond to professional contexts that shape practice, demonstrating qualities of leadership for the profession. (2.1.9)

**COURSE OBJECTIVES**

- 1. Students will learn the significance of age, race, ethnicity, gender, sexual orientation, socioeconomic status, disability and crises as they impact individual and group opportunities for achievement and well-being in this country.
- 2. Students will learn a strengths perspective for guiding individual, group, organization, and community assessments and interventions.
- 3. Students will learn to critically analyze individual and group strengths based on respect for and appreciation of cultural differences.
- 4. Students will learn to identify policy issues which perpetuate prejudice and discrimination.
- 5. Students will build awareness of social injustices and of how to empower individuals, families, groups, communities, and organizations.
- 6. Students will learn the history of social work's commitment to and efforts on behalf of diverse populations.
- 7. Students will learn why the DSM-IV-TR is an important assessment tool for working with at risk populations.

**TEXTS:**

Corcoran, J. & Walsh, J. *Mental Health in Social Work: A Casebook on Diagnosis and Strengths-Based Assessment* Boston: Pearson.

Steinbeck, J. (1937). *Of Mice and Men*. Available from multiple publishers and Mass Market Paperback.

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

**POLICY ON DUE DATES:** Late work will be penalized 25% for each 24 hour period the assignment is late. The penalty begins to accrue on start of class the date due.

#### **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 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**

It is the policy of Texas A&M University-Commerce and the Social Work Department to do everything we can to accommodate students with disabilities, pursuant to federal and state law, and the University’s commitment to providing equal opportunities. Any student with a disability who needs accommodation, for example, in accessibility, seating placement or in arrangements for examinations should not hesitate to inform the instructor. If required, large type, Braille or cassette recordings of syllabus or assignments can be provided.

Students with conditions that require special attention or accommodation should contact the Director of Disability Resources & Services at 903-468-5150 (located in the Library, Room 132).

**COURSE SCHEDULE**

Date	Weekly Assignments	Due Dates
Week 1 01/26	Class Introduction Discuss Collaborative Model of SWK	
Week 2 02/02	Chapter 1 Dx and SWK Corcoran & Walsh Chapter 2 BIOPSYCHOSOCIAL Corcoran & Walsh	
Week 3	Chapter 3 Strengths Assessment Corcoran & Walsh	COSTA RICA UPDATE

02/09	Review “This I Believe”	
Week 4 02/16	DSM IV-TR & DSM-V	
Week 5 02/23	Corcoran & Walsh 4 Autistic Disorder Corcoran & Walsh 5 ADHD	
Week 6 03/02	Corcoran & Walsh 6 ODD & Conduct Disorder	
Week 7 03/09	<b>EXAM 1</b>	<b>EXAM I</b>
Week 8 03/16	<b><u>SPRING BREAK</u></b>	
Week 9 03/23	Corcoran & Walsh 7 Alzheimer’s Corcoran & Walsh 8 Substance Disorder	
Week 10 03/30	Corcoran & Walsh 9 Schizophrenia Corcoran & Walsh 10 Depressive Disorder	<b>TIB 1</b>
Week 11 04/06	Review <b>EXAM 2</b>	<b>Exam 2</b> <b>TIB 2</b>
Week 12 04/13	Corcoran & Walsh 11 Bipolar Corcoran & Walsh 12 Anxiety	<b>TIB 3</b>
Week 13 04/20	Corcoran & Walsh 13 Eating Disorder	<b>TIB 4</b>
Week 14 04/27	Corcoran & Walsh 14 Borderline	
Week 15 05/04	<b>Final Exam</b>	<b>Final Exam</b>
Week 16 05/11		

**CSWE EPAS Practice Behavior Measurements:**

- 1. Competency Educational Policy 2.1.1.7 — Identify as a professional social worker and conduct oneself accordingly.** Students attend well to professional roles and boundaries.  
**Measurement: Class Presentation and written exercises.**
- 2. Competency Educational Policy 2.1.2.3 & 5 – Apply social work ethical principles to guide professional practice.** Students recognize and manage professional values to guide practice (e.g. on multicultural diverse rights). Students are able to apply strategies of ethical reasoning to arrive at principled decisions. **Measurement: Class Presentation and written exercises.**
- 3. Competency Educational Policy 2.1.3.3, 4, 5, 6, 7, & 8 — Apply critical thinking to inform and communicate professional judgments.** Students present skills in using critical thinking augmented by creativity and curiosity. Student presents good assessment skills. Student presents good problem solving skills. Student presents good data gathering skills. Students presents analyzes of complex material well. Student presents skills at appraising and integrating multiple sources of knowledge and practice wisdom.

**OVERVIEW OF ASSIGNMENTS**

1. **CE/Training:** Students will create and account and will complete the CE Units @ <http://www.txhealthsteps.com> listed below:

1. *Pediatric Depression Adolescent Health Screening*
2. *Identifying and Treating Young People with High-Risk Behaviors*
3. *Interpersonal Youth Violence*
4. *Teen Consent and Confidentiality*
5. *Transition Services for Children and Youth with Special Health-Care Needs*
6. *ADHD and ASD: Diagnosis and Management*
7. *Interpersonal Youth Violence*
8. *Motivational Interviewing*
9. *Recognizing, Reporting, and Preventing Child Abuse*
10. *Culturally Effective Health Care*

The above Units are worth 10 points each completed unit.

2. **Exams:** Exams (2) will contain true/false, multiple choice, and/or matching questions. Studying the course quizzes will help students prepare for the exams. Students are expected to attend class on exam dates. **No make-up exams will be given.**

3. **This I Believe.....** Students will create a series of One (1) page essays relevant to the course topics below. You will use your current set of beliefs about the topic and use research to support or change your opinion on the topic. Each student is required to submit 1 journal article reference for each of the essay topics on the following dates:

Category	Due Date
1. Schizophrenia and persons of color	March 30
2. Eating Disorders and males	April 06
3. Sexual Addiction—Disorder or not?	April 13
4. Pedophilia -- Treatable?	April 20

The Essays will be checked on the due date and submitted for grading at the beginning of class. Late Essays will be docked 30%.

4. **Final Exam—Comprehensive Exam-- Should a student have missed a previous exam the Final will count multiple times for the missed exam/s.**
5. **Of Mice and Men:** Students will read the novel and discuss points posted in E-College. Grading will be based on student response to instructor posting and fellow classmates posting. Consideration for critical thinking, processing and understanding related to course study will be used to determine grading. Student must respond to Faculty and Two classmates to receive points.

**GRADING**

**Grades will be based on the following point system:**

Ce/Units 10 points each	100 points
2 scheduled examinations worth (100 pts each)	200 points
Believe Essay’s (up to 25pts each)	100 points
Final Exam (100 points)	100 points
Of Mice and Men... up to	100 points
Total	600 points

**FINAL GRADES**

**STUDENTS WILL MAINTAIN THE CE UNITS AND “THIS I BELIEVE” ESSAY’S IN A PORTFOLIO THAT WILL BE DUE WITH THE FINAL EXAM.**

Grades will be determined according to the following:

600-540	= A
539-480	= B
479-420	= C
419-360	= D
< 359	= F

**Rubrics’ Key**

5	Excellent
4	Above Expectations
3	Met Expectations
2	Minimum expectations were met
1	Minimum expectations were not met

**Competency Educational Policy 2.1.3.3, 4, 5, 6, 7, & 8 — Apply critical thinking to inform and communicate professional judgments.**

Students are skilled in using critical thinking augmented by creativity and curiosity. Student presents good assessment skills. Student presents good problem solving skills. Student presents good data gathering skills. Students presents analyzes of complex material well. Student presents skills at appraising and integrating multiple sources of knowledge and practice wisdom.

	Measurable Behaviors	E	AE	ME	MM	MNM
2.1.3.3	Student was able to present skills in using critical thinking augmented by creativity and curiosity.	5	4	3	2	1
2.1.3.4	Student was able to present good assessment	5	4	3	2	1

	skills.					
2.1.3.5	Student was able to present good problem solving skills.	5	4	3	2	1
2.1.3.6	Student was able to present presents good data gathering skills.	5	4	3	2	1
2.1.3.7	Students was able to present analyzes of complex material well.	5	4	3	2	1
2.1.3.8	Student was able to present skills at appraising and integrating multiple sources of knowledge and practice wisdom.	5	4	3	2	1

Class Discussion and written work – Prepare for class participation and present material in a well versed and intelligent manner suited for higher education. You will present written material in a timely manner as assigned and in format assigned. Student will follow directions and use critical thinking skills to process knowledge, skills and values related to assigned topics.

**Rubrics’ Key**

5	Excellent
4	Above Expectations
3	Met Expectations
2	Minimum expectations were met
1	Minimum expectations were not met

**Competency Educational Policy 2.1.1.7 — Identify as a professional social worker and conduct oneself accordingly.**

Students attend well to professional roles and boundaries.
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**Competency Educational Policy 2.1.2.3 & 5 – Apply social work ethical principles to guide professional practice.**

Students recognize and manage professional values to guide practice (e.g. on multicultural diverse rights). Students are able to apply strategies of ethical reasoning to arrive at principled decisions.
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	Measurable Behaviors	E	AE	ME	MM	MNM
2.1.1.7	Student was able to attend well to professional roles and boundaries.	5	4	3	2	1
2.1.2.3	Student was able to recognize and manage professional values to guide practice (e.g. on multicultural diverse rights).	5	4	3	2	1
2.1.2.5	Student was able to apply strategies of ethical reasoning to arrive at principled decisions.	5	4	3	2	1

### Bibliography

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