SCHOOL OF SOCIAL WORK

SWK 510: CLINICAL PRACTICE IN MENTAL HEALTH

INSTRUCTOR: Martha Nye, LCSW
OFFICE: Mesquite, Campus or 1345 River Bend, Dallas, Texas 75247
OFFICE HOURS: Monday 9:00 or as scheduled.
OFFICE PHONE: 214-743-1274, cell: 972-900-6401
E-MAIL: marthawnye@aol.com

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

GOAL & COMPETENCIES:

1. Prepare MSW graduates for professional advanced generalist practice that reflects application and integration of critical thinking, theoretical frameworks, and differential interventions. Graduates will be able to demonstrate the following competencies:

   C 1.1 Apply critical and independent analysis of practice situations and effectively communicate their judgments, reasoning and decision-making processes (2.1.3)

   C 1.2 Apply and contribute to evidence-based and best practice approaches to continuously assess and improve the efficacy and effectiveness of practice (2.1.6)

Updated version 12.12
C 1.3 Differentially apply theories and frameworks of HBSE and critique interactions between and among biological, psychological, social, spiritual and cultural systems and their reciprocal relationships with HBSE. (2.1.7)

2. Enable MSW graduates to apply ethical reasoning to advance equality, justice, and social change. Graduates will be able to reflect the following competencies:
   C. 2.2 Apply social work ethical principles to resolve dilemmas and create positive change among individuals, families, groups, organizations & communities (2.1.2)

3. Promote leadership and service that is relevant to individual contexts of practice and enhances well-being and quality of life. Graduates will be able to reflect the following competencies:
   C. 3.1 Exemplify and model professional social work standards and strive to enhance their professional growth and development (2.1.1)
   C 3.2 Use leadership skills indicative of an advanced generalist practitioner to proactively respond amidst changing contexts (2.1.9)
   C 3.4 Effectively intervene with individuals, families and groups, and provide administrative leadership and direction in organizations and communities as advanced generalist practitioners. (** New AGP Objective)

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-V, a common reference frame across mental health disciplines.
4. Students will be able to articulate the role of DSM-V 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-V, specifically the hazards of labeling.
6. Students will demonstrate awareness of the professional role of social workers in working with multidisciplinary treatment teams.
7. Students will be aware if the empirical validation studies conducted in the ongoing development of the DSM-V
8. Students will be able to use decision tree tools to enhance critical thinking skills.
9. Students will develop a heightened awareness of their own biases associated with the stigmas against persons with mental disorders.
10. Students will be able to articulate the cultural biases inherent in classification systems designed to assign person to homogenous categories.

Updated version 12.12
11. Students will learn the intake process used by a social worker in a mental health setting

STUDENT LEARNING OUTCOMES:

1. Students will be able to identify the essential elements of a biopsychosocial history and Demonstrate how to collect a history and support a diagnosis based on the history obtained.
2. Students will be able to administer and tabulate a diagnostic questionnaire to assist in determining and/or supporting a diagnosis.
3. Students will be able to identify evidence based interventions for mental health diagnosis.
4. Students will be able to articulate how identifying strengths will assist the client in recovery.

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.

TEXTS:

**Required Text:** Must have access to a copy of the DSM-V to complete the in class exercises.


**Recommended Texts:**


GRADING:
Updated version 12.12
Grading and evaluation - Grades will be determined according to the following percentage points earned against possible points.

Evaluation for the course grade will be computed according to the following formula:
Possible Points Grade
200 to 180 – A
179 to 160 – B
159 to 140 – C
139 to 120 – D

OVERVIEW OF ASSIGNMENTS

1. Administering an assessment = 30 points total
2. Exams (2 throughout the course) = 80 points total
3. Case Studies (2 throughout course) = 70 points
4. In-class case analysis (2 throughout course) = 20 points

1. **Administering an Assessment** – There will be 3 assessments provided, e.g. Quick Inventory of Depression, Bi Polar rating scales, Schizophrenic Rating Scales. They are worth 10 points each. To get full points on every discussion assignment **you must do all of the following:**
   a. Administer the scale with a client or role play with a colleague.
   b. Write a brief summary i.e. one page or less of the challenges you encountered when administering the scale and how you would overcome these challenges in future sessions. Proper grammar is expected.

2. **Exams** – There are 2 exams in this course. They are worth 40 points each (80 points total). Exams are open book and open note. They are taken online and must be completed by 11:59 p.m. on the Sunday in the week they are listed. In that week, there is an in-class exam review and discussion.

3. **Case Studies** – You will have two written assignments throughout the course on an assigned case. Two papers are worth 70 points (35 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. **In class Demonstration** – There are two of these in the course. Some will be asked to demonstrate how you would collect data for a Bio-psychosocial history. An outline will be given to you. The other class members will provide feedback to you and point out opportunities for improvement. These are participatory assignments and there is no make-up if you are absent. Basically, if you participate in your groups assignment and discussion for that day, you get the 10 points. (20 points total for the course.)

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:

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Penalities for Absences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly</td>
<td>Up to 2 absences &lt;br&gt;No penalty &lt;br&gt;3 absences &lt;br&gt;1 letter grade drop &lt;br&gt;4 absences &lt;br&gt;Class grade of “F”</td>
</tr>
<tr>
<td>Bi-weekly</td>
<td>Up to 3 absences &lt;br&gt;No penalty &lt;br&gt;4 absences &lt;br&gt;1 letter grade drop &lt;br&gt;5 absences &lt;br&gt;1 letter grade drop &lt;br&gt;6 absences &lt;br&gt;Class grade of “F”</td>
</tr>
<tr>
<td>Summer 10-week</td>
<td>Up to 1 absence &lt;br&gt;No penalty &lt;br&gt;2 absences &lt;br&gt;1 letter grade drop &lt;br&gt;3 absences &lt;br&gt;Class grade of “F”</td>
</tr>
</tbody>
</table>

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.

Updated version 12.12
POLICY ON DUE DATES: Handed in assignments and exams are due at 11:59 p.m. on the Sunday of the week in which the assignment is located. Late assignments for papers and/or projects (with the exception of final exams) will be accepted with a penalty of one grade deduction from the original grade for every day the assignment is late. Late assignments will not be accepted for discussion board postings and exams.

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 literacy 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 Updated version 12.12
The 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

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) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading(s) (All readings are from the DSM-V)</th>
<th>Assignment/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Sept 1</td>
<td>Syllabus</td>
<td>Syllabus Review; Discussion of changes from DSM-IV TR to DSM V</td>
</tr>
<tr>
<td>2- Sep. 8</td>
<td>Introduction to the DSM V.</td>
<td>How accurate diagnosis can lead to better outcomes in treatment.</td>
</tr>
<tr>
<td>3- Sep. 15</td>
<td>Mood disorders – p. 155-233</td>
<td></td>
</tr>
<tr>
<td>4- Sep. 22</td>
<td>Medical issues – p. 309-422; p. 707-715</td>
<td>In class group case analysis</td>
</tr>
<tr>
<td>5- Sep. 29</td>
<td>Bipolar – p. 123-154</td>
<td></td>
</tr>
<tr>
<td>6- Oct 6</td>
<td>Exam review; class ends early</td>
<td>Exam 1 – due by 11:59 p.m. Oct. 12 (taken online)</td>
</tr>
</tbody>
</table>

Updated version 12.12
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Due/Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>8- Oct. 20</td>
<td>Personality; dissociative disorders p. 291-308; p. 645-684</td>
<td>Assessment write up due</td>
</tr>
<tr>
<td>9- Oct. 27</td>
<td>Developmental p. 31-86</td>
<td>Written case study due Nov 2 @11:59 p.m.</td>
</tr>
<tr>
<td>10- Nov. 3</td>
<td>Trauma p. 265-290</td>
<td></td>
</tr>
<tr>
<td>11- Nov. 10</td>
<td>Sexual dysfunction p. 423-460</td>
<td>Administering an assessment</td>
</tr>
<tr>
<td>12- Nov. 17</td>
<td>Substance Abuse p. 481-590</td>
<td>Assessment write up due.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In class group case analysis</td>
</tr>
<tr>
<td>13- Nov. 24</td>
<td>Exam review; class ends early</td>
<td>Exam 2– due by 11:59 p.m. Nov. 30 (taken online) Administering an Assessment</td>
</tr>
<tr>
<td>14- Dec 1</td>
<td>Psychotic p. 87-122</td>
<td>Assessment write up due.</td>
</tr>
<tr>
<td>15- Dec. 8</td>
<td>Medications often used to help control symptoms of mental disorders.</td>
<td>Final written case due Dec. 10 by 6 p.m.</td>
</tr>
<tr>
<td></td>
<td>Review &amp; Wrap Up.</td>
<td></td>
</tr>
<tr>
<td>Finals</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**BIBLIOGRAPHY-JOURNAL ARTICLES:**

To be added throughout the course: Students will be asked to bring Journal articles to class for critical thinking and discussion.


Updated version 12.12


Updated version 12.12