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-5 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)
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. Grads uates 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. Grads uates 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-5, a common reference frame across mental health disciplines.
4. Students will be able to articulate the role of DSM-5 diagnoses in a comprehensive bio-psychosocial assessment and integrated treatment plan.
5. Students will be able to describe the ethical dilemmas in classifying and reporting procedures of the DSM-5, specifically the hazards of labeling.
6. Students will demonstrate awareness of the professional role of social workers in working with multidisciplinary treatment teams.

1. Students will be aware if the empirical validation studies conducted in the ongoing development of the DSM-5.
2. Students will be able to use decision tree tools to enhance critical thinking skills.
3. Students will develop a heightened awareness of their own biases associated with stigmas against persons with mental disorders.
4. Students will be able to articulate the cultural biases inherent in classification systems designed to assign persons to homogenous categories.
5. Students will learn the intake process used by social workers in mental health

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STUDENT LEARNING OUTCOMES:

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-5 to complete the in-class exercises.


**Recommended Texts:**


**GRADING:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment #1-Case Studies (4, 25 points)</td>
<td>100 points</td>
</tr>
<tr>
<td>Assignment #2- Quizzes (two x 50 pts = )</td>
<td>100 points</td>
</tr>
<tr>
<td>Assignment #3- Written Case Study</td>
<td>100 points</td>
</tr>
<tr>
<td>Assignment #5-Final Examination</td>
<td>100 points</td>
</tr>
</tbody>
</table>

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Final grade will be determined according to the following:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>200 to 180 – A</td>
<td></td>
</tr>
<tr>
<td>179 to 160 – B</td>
<td></td>
</tr>
<tr>
<td>159 to 140 – C</td>
<td></td>
</tr>
<tr>
<td>139 to 120 – D</td>
<td></td>
</tr>
</tbody>
</table>

<140 points will result in an inability to pass this course and gain master’s level credit.

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 will be a varied format which may include multiple choice, fill in the blank, or short essay.

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: 1. Diagnoses you considered, 2. What diagnoses you ruled out and why, 3. Your final diagnosis, and 4. 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. (20 points total for the course.)

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

EXAMINATIONS:
Two throughout 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>Weekly</th>
<th>Up to 2 absences</th>
<th>3 absences</th>
<th>4 absences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No penalty</td>
<td>1 letter grade drop</td>
<td>Class grade of “F”</td>
</tr>
<tr>
<td>Bi-weekly</td>
<td>Up to 3 absences</td>
<td>4 absences</td>
<td>5 absences</td>
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<tr>
<td></td>
<td>No penalty</td>
<td>1 letter grade drop</td>
<td>1 letter grade drop</td>
</tr>
<tr>
<td>Summer 10-week</td>
<td>Up to 1 absence</td>
<td>2 absences</td>
<td>3 absences</td>
</tr>
<tr>
<td></td>
<td>No penalty</td>
<td>1 letter grade drop</td>
<td>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 material.
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:

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:

“One student 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 IS TENTATIVE** Changes may occur due to availability of speakers, inclement weather, or need of students/instructors.

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading(s)</th>
<th>Assignment/Activities</th>
<th>Link to Comp.</th>
<th>SLO</th>
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<tbody>
<tr>
<td>Aug. 31st</td>
<td>DSM-5</td>
<td>Review of Course Syllabus, BioPsychosocial History</td>
<td>C1.3 C1.1, C2.2, C3.1</td>
<td>1,3,4</td>
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</table>

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<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Disorders</th>
<th>Description</th>
<th>Reference</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Sept. 7&lt;sup&gt;th&lt;/sup&gt;</td>
<td>LABOR DAY</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Sept. 14&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Neurodevelopmental Disorders</td>
<td>Assessment Measures, Cultural Formulation</td>
<td>C1-C3</td>
<td>1,3.5</td>
</tr>
<tr>
<td>Sept. 21&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Schizophrenia Spectrum Disorders</td>
<td><strong>First Case Study Due</strong>&lt;br&gt;How to administer Schizophrenia Scales and determine the difference between positive and negative symptoms</td>
<td>C1-C3</td>
<td>1-6</td>
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<tr>
<td>Sept. 28&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Bipolar and Related Disorders</td>
<td>Administering the Bi Polar Scale – Cultural Formulation</td>
<td>C1-C3</td>
<td>1-6</td>
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<tr>
<td>Oct. 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Depressive Disorders</td>
<td><strong>Second Case Study Due</strong>&lt;br&gt;Administering a Depression Scale.</td>
<td>C1-C3</td>
<td>1-6</td>
</tr>
<tr>
<td>Oct. 12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Anxiety Disorders, Obsessive Compulsive Disorders</td>
<td><strong>First Exam</strong></td>
<td>C1-C3</td>
<td>1-6</td>
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<tr>
<td>Oct. 19&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Trauma and Stress Related Disorders, Dissociative Disorders, Somatic Disorders</td>
<td>Assessment and Cultural Formulation</td>
<td>C1-C3</td>
<td>1-6</td>
</tr>
<tr>
<td>Oct. 26&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Feeding and Eating Disorders, Elimination Disorders, Sleep/Wake Disorders</td>
<td></td>
<td>C1-C3</td>
<td>1-6</td>
</tr>
<tr>
<td>Nov. 2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Sexual Dysfunctions, Gender Dysphoria,</td>
<td></td>
<td>C1-C3</td>
<td>1-6</td>
</tr>
<tr>
<td>Nov. 9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Impulse Control and Conduct Disorders</td>
<td></td>
<td>C1-C3</td>
<td>1-6</td>
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<td>Nov. 16&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Substance Related Disorders</td>
<td>Substance Abuse Assessments and how to assess for Delirium Tremens</td>
<td>C1-C3</td>
<td>1-6</td>
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<tr>
<td>Nov. 23&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Neurocognitive Disorders</td>
<td><strong>Second Exam</strong></td>
<td>C1-3</td>
<td>1-6</td>
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<tr>
<td>Nov. 30&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Personality Disorders</td>
<td>Alternative <em>DSM – 5</em> Model for Personality Disorders</td>
<td>C1-3</td>
<td>1-6</td>
</tr>
</tbody>
</table>

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BIBLIOGRAPHY-JOURNAL ARTICLES:

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


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