A. Description of Course Content

Focuses on assessment and intervention with those evidencing acute and chronic mental health problems and disabilities. The course addresses the delivery of services to various populations (children, adolescents, and adults), service delivery systems (community mental health, managed behavioral health care), and a wide range of problems. Topics include well-being, ethics, case management, treatment planning, managed care, DSM, PIE, and substance abuse. Required of all DP students specializing in Mental Health. Co-requisite: SOCW 5311.

B. Student Learning Outcomes

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards (EPAS) comprised of nine core competencies as follows:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities Competency
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Specifically, while this course addresses competencies 1, 2, 5, 6, 7, and 8 it mainly focuses on 6, 7, and 8.

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Advanced social workers in mental health/substance abuse use strategies informed by cognitive and affective processes to establish a sense of safety for a collaborative therapeutic relationship.

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**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Advanced social workers in mental health/substance abuse will be able to describe the structure of the DSM-5 and conduct an assessment informed by cognitive and affective processes using the DSM-5 criteria and structure.

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**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Advanced social workers in mental health/substance abuse describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions treatments informed by cognitive and affective processes for a variety of disorders: mood, anxiety, cognitive, substance abuse, sexual, eating, psychotic.

**C. Required Textbooks and Other Course Materials**


And other journal articles and book chapters as assigned in class.

**D. Additional Recommended Textbooks and Other Course Materials**


**E. Descriptions of Major Assignments and Examinations**

**Papers**

In the mental health field, we assess and treat mental health issues, and assist with clients’ recovery. You will have plenty of opportunity to practice these skills in a live setting during class time. In addition, it is important to understand the systems that create environments in which our clients are living and we are working with. Social workers treat whole persons and systems therefore it is important to understand the
application of the person in environment - otherwise known as ecological systems theory, (Bronfenbrenner, 1992). The two 2-3 page minor papers for the course will assist you in conceptualizing this idea. The first you may choose among the 3 topics listed; the social determinants of mental health/or poverty and mental health/or prevention of mental illness, and the second paper is the use of technology in social work direct practice. Directions are provided in the Canvas module.

Please follow the APA format for writing style, referencing, etc. (Competencies: 6, 7, 8)

**Quizzes**

Two quizzes are given via Canvas. They are in module 5 - Legal and Ethical Issues and Module 12 Evidence-Based Interventions for Individuals with Severe Mental Illness and Their Families. The exams address Student Learning Outcomes 1-4, and 6. (Competencies: 6, 7, 8)

**Training Video.** (Competencies: 6, 7, 8)

Students will assume the role of trainers for a local community mental health agency. In the videotape, you will train the clinical staff to work with a particular type of client and treatment. You must select and present the essential and advanced skills necessary for the clinicians and last approximately 20-30 minutes.

The material must (1) touch on the assessment strategies and ethical issues, (2) emphasize the treatment methods for the disorder(s), and (3) any other elements that are essential for working with the particular type of mental health client such as client's age, gender, ethnicity, philosophical or theological perspectives, and personal orientations. The video should be a demonstration and a teaching tool. It should contain the most relevant materials to justify your selection of assessment tools, intervention methods, possible medications, ethical issues, and maintenance strategies.

A reference list of sources should be included with your video (using APA format). You may work in pairs for this project; however, each student will be responsible for his or her own video and materials. (You may not submit one video for two people.)

The following is a possible outline for the presentation:

Part 1: Information about typical clients with a particular mental health concern at your hypothetical agency – Description of the mental health concern, diagnostic criteria, assessment tools, validity and reliability of viable treatment options. (5-10 minutes)

Part 2: Scenes discussing and or demonstrating the various elements or stages of the treatment approach. (10-15 minutes) Personal Reminder: I will be the only person who will see your video. Do not worry about your on-camera persona. The grade is dependent on the content and the demonstration of your skills. Do not spend money on professional video services. (If you use the class assignment as an excuse to buy a video camera, tell you banker, partner, agency, etc. that I did not require or even slightly recommend it!)

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class Assignments (case studies, role play etc) 10 points each x 4</td>
<td>40</td>
</tr>
<tr>
<td>Two Papers - 10 points each</td>
<td>10</td>
</tr>
<tr>
<td>Quiz I:</td>
<td>10</td>
</tr>
<tr>
<td>Quiz II:</td>
<td>10</td>
</tr>
<tr>
<td>Training Video:</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

F. Attendance
At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section,

Because this class is a practice course, your attendance is paramount to your success and the success of the course! There will be in-class assignments and these will count toward your final grade. You will not be able to make up an in-class assignment. Missing more than 3 classes will result in letter grade drop.

G. Grading

All work must be clear, succinct, and APA formatted. As a graduate student you are expected to hone your writing skills. Writing is an extremely important skill for social workers. Just about any job you might have working in the field will require some type of coherent writing skill. Examples include, writing client notes, emails, project documents, court documents or letters for clients. The more you write the easier it is to write! Additionally, writing allows you to digest information in a way that helps you to understand concepts and think through them critically.

i will give you detailed feedback on your papers and the expectation is that you will incorporate that feedback into your next assignments.

Assignments

<table>
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<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

H. Make-Up Exams

No Make up work is accepted.

I. Course Schedule
<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Required Readings and Assignments</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the Course Themes &amp; Concepts of Behavioral Health Social Determinants of MH</td>
<td>Read Chapter 1 (Sands, Gellis Textbook) Read 3 articles related to Social Determinants of Mental Health which are located within Module 1.</td>
<td>8/28/19</td>
</tr>
<tr>
<td>2</td>
<td>Historical Context: Changes in Mental Health Policies and Social Work Practice</td>
<td>Textbook Sands and Gellis- Chapter 2</td>
<td>9/4/19</td>
</tr>
<tr>
<td>3</td>
<td>Biopsychosocial Conceptual Framework</td>
<td>Textbook Sands and Gellis- Chapter 3 Minor Paper #1 Due</td>
<td>9/11/19</td>
</tr>
<tr>
<td>4</td>
<td>The Biopsychosocial Assessment</td>
<td>Textbook Sands and Gellis- Chapter 4 Case Study #1 In-Class assignment</td>
<td>9/18/19</td>
</tr>
<tr>
<td>5</td>
<td>Legal and Ethical Issues</td>
<td>Textbook Sands and Gellis- Chapter 5 Quiz #1</td>
<td>9/25/19</td>
</tr>
<tr>
<td>6</td>
<td>Culturally Competent Mental Health Practice</td>
<td>Textbook Sands and Gellis- Chapter 6 Article The Practice of Evidence-Based Treatments for Ethnic Minority Youth and others identified in the module</td>
<td>10/2/19</td>
</tr>
<tr>
<td>7</td>
<td>Feminist Social Work Practice</td>
<td>Textbook Sands and Gellis- Chapter 7 Minor Paper #2 due</td>
<td>10/9/19</td>
</tr>
<tr>
<td>8</td>
<td>Evidence-Based Practice with Depressed Clients</td>
<td>Textbook Sands and Gellis- Chapter 8 Case Study/Role Play #2 In Class assignment</td>
<td>10/16</td>
</tr>
<tr>
<td>9</td>
<td>Evidence-Based Practice for Clients with Anxiety Disorders</td>
<td>Textbook Sands and Gellis- Chapter 9 Case Study/Role play #3 In class Assignment</td>
<td>10/23/19</td>
</tr>
<tr>
<td>10</td>
<td>A Framework for Intervention with Persons with Serious Mental Illness</td>
<td>Textbook Sands and Gellis- Chapter 10</td>
<td>10/30/19</td>
</tr>
<tr>
<td>11</td>
<td>Evidence-Based and Best Practices with Adults with Severe Mental Illness in a Community Context</td>
<td>Textbook Sands and Gellis- Chapter 11 Case Study/Role Play #4 in Class assignment</td>
<td>11/6/19</td>
</tr>
<tr>
<td>12</td>
<td>Evidence-Based Interventions for Individuals with Severe Mental Illness and Their Families</td>
<td>Textbook Sands and Gellis- Chapter 12 Quiz #2</td>
<td>11/13/19</td>
</tr>
<tr>
<td>13</td>
<td>Clinical Practice with Persons with Co-Occurring Substance Use and Serious Mental Illness</td>
<td>Textbook Sands and Gellis- Chapter 13 Case Study/Role Play #5 in Class assignment REQUIRED</td>
<td>11/20/19</td>
</tr>
<tr>
<td>14</td>
<td>Final Video- Last day of Course</td>
<td></td>
<td>12/4/19</td>
</tr>
</tbody>
</table>

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the
educational needs of the students enrolled in this course.

J. Expectations for Out-of-Class Study

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

K. Grade Grievances


L. Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352 below are some commonly used resources needed by students in online or technology supported courses:
http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:
Library Home Page...................... http://www.uta.edu/library
Subject Guides......................... http://libguides.uta.edu
Subject Librarians .................... http://library.uta.edu/subject-librarians
Course Reserves ...................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Tutorials ...................... http://library.uta.edu/how-to
Connecting from Off- Campus....... http://libguides.uta.edu/offcampus
Ask a Librarian ....................... http://ask.uta.edu

N. Emergency Exit Procedures
Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

O. Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aoa/fao/).

P. Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.
Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Q. Non-Discrimination Policy

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

R. Title IX Policy

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleix or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu

S. Academic Integrity
Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/. Faculty are encouraged to discuss plagiarism and share the following library tutorials http://libguides.uta.edu/copyright/plagiarism and http://library.uta.edu/plagiarism/

T. Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

U. Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

V. Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

W. Final Review Week

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give
any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.