A. Mandatory Face Covering Policy

All students and instructional staff are required to wear facial coverings while they are on campus, inside buildings, and in classrooms. Students that fail to comply with the facial covering requirement will be asked to leave the class session. If students need masks, they may obtain them at the Central Library, the E.H. Hereford University Center's front desk, or in their department. Students who refuse to wear a facial covering in class will be asked to leave the session by the instructor, and, if the student refuses to leave, they may be reported to UTA's Office of Student Conduct.

B. 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.

C. 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.

**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.

**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.

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


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

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

**DSM-5:**

- The DSM-5 is not a required textbook. There is limited availability in the UTA library (see link above). In addition, most chapters are available separately as electronic sources in the UTA library. Also, there are many online resources for identifying and learning about psychiatric diagnoses.

Not required but you may find extremely helpful to your learning and practice:
Major Assignments

Case Study /Discussion Boards- (60 points)

In clinical settings we usually work as part of a team. For this reason, we will discuss and apply concepts to each of the case study's presented in the textbook. You will post these on the discussion board. It is imperative to learn to discuss case information with peers, to achieve this practice goal you will be divided into random groups via CANVAS, and your discussion will occur between you and your group. You will need to respond to a minimum of two peers. The idea is to create a discussion among your peers as a professional social best to post early and it will create opportunity for thoughtful reflection and perhaps even a little more in depth research on your own so that you may add to the discussion in a substantial manner. You will not be able to see other's posts until you post your original answer. There are a total of 6 case study's.

(Student Learning Outcomes 1-4, and 6; Competencies: 6, 7, 8)

Reflection Papers (10 points)

You will write a single paper where you will reflect on the chapter, the chapter case studies, and the module content, and write a reflection paper. You may add to your reflection paper by applying any professional experiences (not personal or family related) that you may have encountered in a paid setting or a practicum/volunteer setting. Your reflection paper will address the following items with a minimum of one page double spaced (APA format) and will be no longer than 2 pages. There will be a total of 5 reflection papers.

1. What were the 3 (or more) new things you learned this week?
2. What were 2 (or more) things you already knew?
3. What is 1 (or more) thing you are still confused about?

This forum is set up so it is only visible to me, it is not posted on the discussion boards, none of your colleagues will see this paper.

Exams (20 points)

There will be two exams. The first will occur at the end of Module 3 and it will cover the materials found in Modules 1-3 including ethics. The last exam will cover the different diagnoses' discussed throughout the course. The exams address Student Learning Outcomes 1-4, and 6. (Competencies: 6, 7, 8)

Case Formulations Papers (20 points)

Case formulations are a more in depth type of case study. It is a conceptualization of the client and describes the contextual environment that shaped how they came to be who they are as they present to you. It is the application of theory to the biopsychosocial assessment. This is where we strive to uncover the whole picture, as many aspects as possible of the client. This detail conceptualization is rich in detail and enhances the treatment plan process with the client. It all comes together here!

This is an opportunity to learn how to apply theory to a case history and then develop a plan to help clients achieve their goals with the best evidence available to us. This assignment will also help you when it comes to
your integrated paper at the end of your program!

The textbook details at least one case study at the end of the chapter (sometimes two cases). Your case formulations will be based on the case study found at the end of the chapter. You will apply the 4P factor Matrix model of case formulation based on the corresponding assignment to diagnosis in the tables listed below.

You will not get credit for the paper if you choose the case study at the beginning of the chapter. (Student Learning Outcomes 1-4, and 6; Competencies: 6, 7, 8)

<table>
<thead>
<tr>
<th>Case Formulation #1 (10 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disordered Eating- Chapter 11</td>
</tr>
<tr>
<td>Oppositional Defiant Disorder &amp; Conduct Disorders Chapter 12</td>
</tr>
<tr>
<td>Substance Abuse COPS-D Chapter 13</td>
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<tr>
<td>Gender Dysphoria Chapter 14</td>
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<tr>
<td>Borderline Personality &amp; Personality Disorders - Chapter 16</td>
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<tr>
<td>Alzheimer's Disease &amp; Dementia Disorders Chapter 15</td>
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<tr>
<td>Autism Spectrum Disorder- Chapter 4</td>
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<tr>
<th>Case Formulation #2 (10 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxiety Disorders - Chapter 8</td>
</tr>
<tr>
<td>Major Depressive disorder - Chapter 7</td>
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<tr>
<td>PTSD - Chapter 10</td>
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<tr>
<td>OCD - Chapter 9</td>
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<tr>
<td>Bipolar disorder - Chapter 6</td>
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<tr>
<td>Schizophrenia &amp; other Psychotic Disorders- Chapter 5</td>
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</tbody>
</table>

Assignments and Points

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case study's 10 points each x 6</td>
<td>60</td>
</tr>
<tr>
<td>Exam I: Modules 1-3</td>
<td>10</td>
</tr>
<tr>
<td>Reflection Papers 2 points x 5</td>
<td>10</td>
</tr>
<tr>
<td>Case Formulation 1</td>
<td>10</td>
</tr>
<tr>
<td>Case Formulation 2</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

G. 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 engagement online via Canvas. This data is reported to the Department of Education for federal financial aid recipients.

Information specific to modality and meeting times for this course are provided in the section below.

Your engagement with the course will be monitored to ensure you are successful. Statistics indicate students who stay engaged with the course on a regular and weekly (at a minimum) basis earn higher grades.

**Class participation includes: regularly accessing the course in Canvas,** contributions to discussions, thoughtful questions, class activities engagement, and constructive interaction with peers and instructors. Actions that undermine your class participation and compromise the sense of intellectual and practice community negatively affect your grade. Actions that undermine your class participation include but are not limited to failure to submit assignments in a timely manner, posting contents that are not supported by readings, not logging in at least twice weekly to Canvas and not using critical thinking skills. In borderline grade situations, Canvas access will count at the professor’s discretion.

If you become ill or have a significant life disruption after the start of the semester please feel free to reach out to me and let me know if you need additional consideration. It is a stressful time for everyone right now, and I believe this is when we test our abilities to care for ourselves and most of all learn balance.

My experience has taught me that the manner in which you go through graduate school is the manner in which you will practice as a professional. If you are putting in the time, you will see reward. In other words, you get what you put into it. It’s your learning process, your education and ultimately your career! I am here to help guide, mentor and educate you where I can!

Additional requirements: A respectful and inclusive online environment is expected. Any disruption of the course learning environment will result in the identified student(s) being required to leave the course session, without the possibility of being readmitted, and the cancellation of course scores, with a recorded failing semester grade. Meaningful class participation is one of the requirements of the university. In this online course participation includes: regularly accessing the course, meaningful contributions to discussions, thoughtful questions, class activities engagement, and constructive interaction with peers and instructor.

**H. Grading**

**Suggestions for earning a higher grade:**

The course materials, assigned readings, powerpoints, and this syllabus are all you require to earn a higher grade in this class. Read all these materials carefully. The syllabus provides you with directions for completing the assignments and a calendar in the course outline showing you when each assignment is due.

Additionally, you will find the grading rubrics that will be used to assess your major assignments on Canvas. This will help guide your work and understand your professor’s expectations. It is recommended that you check the rubric before turning in your assignments to ensure you have covered all areas. It is also recommended that students seek guidance and editorial assistance from their peers, the SSW Writing Resource Coordinator, and/or UTA’s English Writing Center.

**Recommendations:**

Check Canvas at least twice a week to read the announcements, complete/submit assignments, communicate with your group, monitor your threads and review course materials posted by the instructor. Complete your readings. Take notes, watch videos as many times as needed to digest the material presented. Complete the
assignments for each week. These are designated in the course outline in this document and outside resources will be available in Canvas.

Assignments will be submitted via Canvas by 11:59 PM (midnight) on the due date. Assignment links will be available in the "Assignments" tab and DB in the Discussions table in the main menu on Canvas.

NO ASSIGNMENTS WILL BE ACCEPTED VIA EMAIL.

Evaluate whether you understand the course. If you have questions about the course materials, then please email your questions to the professor Dean.Roper@UTA.edu or the post in your group or post on the "Ask the Instructor" tab on Canvas.

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

An Incomplete ("I") grade may be assigned only in relation to (1) an emergency and/or hardship situation, and (2) when the completed portion of the student’s work in the course is passing quality. A request, for an “I”, must be discussed with the instructor prior to the final week of classes.

Your papers and posts should be professional in tone and style. References should be used with APA formatting where appropriate. Be sure to read the directions for each assignment and follow those directions.

90-100 points = A
89-80 points = B
79-70 points = C
69-60 points = D
59 or below = F

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.

I. Make-Up Exams

Examinations and assignments are not accepted past due dates unless arrangements are made with instructor PRIOR to the due date. In these cases, late assignments may be accepted under extreme circumstances and at the discretion of the instructor. Points may be deducted.

YOU MAY NOT SUBMIT LATE ASSIGNMENTS FOR PARTIAL CREDIT without prior approval.

Note: In an online class, web outages due to weather and other foreseeable circumstances severely impede your ability to complete assignments. In planning your time online to complete assignments, check the forecast for inclement weather and plan accordingly. Most weather events that compromise your web access are foreseeable and should be planned for accordingly.

J. 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>4</td>
<td>Anxiety Disorders / OCD</td>
<td><strong>Read Textbook:</strong> Chapters 8 &amp; 9  <strong>Watch:</strong> Anxiety, OCD, PTSD, and related psychiatric disorders, <a href="#">Link to video</a></td>
<td>Case Study Discussion Board # 1 Sep 23, 2020</td>
</tr>
<tr>
<td>5</td>
<td>Mood Disorders MDD, Bipolar</td>
<td><strong>Read Textbook:</strong> Chapters 6 &amp; 7  <strong>Watch:</strong> Video- Mood disorders (depression, mania/bipolar, everything in between) <a href="#">Mood Disorders Video</a></td>
<td>Reflection Paper #2 Sep 30, 2020</td>
</tr>
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</tr>
</tbody>
</table>
| 6 | Disordered Eating | **Read Textbook:** Chapter 11  
**Watch:** Video Eating disorders (anorexia, bulimia, and binge-eating disorder)  
[Link to Video on Eating Disorders](#) | **Case Study Discussion**  
Board #2  
Oct 7, 2020 |
| 7 | Schizophrenia & other Psychotic Disorders | **Read Textbook:** Chapter 5  
**Watch:** Psychotic Disorders Video  
[Link to Video On Psychotic Disorders](#) | **Reflection Paper #3**  
Oct 14, 2020 |
| 8 | Oppositional defiant Disorder and Conduct Disorders | **Read Textbook:** Chapter 12  
**Watch:** Video Oppositional Defiant Disorder  
[Link to Video](#) | **Case Study Discussion**  
Board #3  
Oct 21, 2020 |
| 9 | Substance Abuse & COPS D | **Read Textbook:** Chapter 13  
**Watch:** | | **Case Formulation Paper #1**  
Due  
Oct 30, 2020  
*Extra Credit will be available in this module* |
| 10 | Gender Dysphoria | **Read Textbook:** Chapter 14  
**Watch:**  
1. What are the symptoms of gender dysphoria? Transgender man explains [Link to Video](#)  
2. Gender Dysphoria: A Mental Illness? [Link to Video #2](#) | **Reflection Paper #4**  
Nov 4, 2020 |
| 11 | Borderline Personality and Other Personality Disorders | **Read Textbook:** Chapter 16  
**Watch:** Personality disorders by clusters  
[Link To video](#) | **Case Study Discussion**  
Board #4  
Nov 11, 2020 |
| 12 | Autism Spectrum Disorder | **Read Textbook:** Chapter 4  
**Watch:** Video Understanding the Autism Spectrum  
[Link to Video](#) | **Case Study Discussion**  
Board #5  
Nov 18, 2020 |
| 13 | Alzheimer's Disease & Dementia Disorders | **Read Textbook:** Chapter 15  
**Watch:** Video Mental Health and Older Adults  
[Link to Video](#) | **Case Study Discussion**  
Board #6  
Nov 29, 2020 |
| 14 | PTSD | **Read Textbook:** Chapter 10  
**Watch:** Anxiety, OCD, PTSD, and related psychiatric disorders,  
[Link to video](#) | **Reflection Paper #5**  
Dec 5, 2020 |
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.

K. 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.

L. Grade Grievances


M. 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.

N. 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

| 15 | Mental Health Medications | https://www.nimh.nih.gov/health/topics/index.shtml | Case Formulation #2 Due Dec 8, 2020 |
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/aao/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.