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.

**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.

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


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

**D. 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:**


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

**Major Assignments**
Discussion Boards - (10 points each)

In clinical settings we usually work as part of a team. For this reason, we will discuss and apply concepts to some 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 colleagues, to achieve this practice goal 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 worker. You might offer alternative perspectives to consider, or provide feedback about how their post reflects an experience you have had, or you may ask questions about their post. The goal is to deepen the conversation. If you agree with their post you will need to find scholarly materials that support your agreement (not just the textbook) and cite the reference which supports your agreement with their post. It is always 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. You will be graded on your original post as well as your responses to others. Be sure to use APA style and scholarly resources to support your statements.

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

Reflection (10 points each)

You will reflect on the module materials, and write or record a video which answers and expounds on 3 questions related to all of the module content, readings, videos and other materials provided. You may deepen your reflection paper by applying any professional experiences (not personal or family related) that you may have encountered in a social work setting or a practicum/volunteer setting. Your reflection paper will address the following questions. You will be graded on your timeliness, depth of connections of knowledge to module materials and your response reflects a thoughtful movement towards elevating and deepening your future practice.

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?

Case Formulation Assignment (10 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!

You will complete the case formulation assignment on the case study in the textbook chapter 13 page 155 (part 1), 157-159 (part 2), the case of Vlad

1. Review Biopsychosocial Model and Case Formulation on the following website: Case Formation (Links to an external site.) Be sure to review the case formulation method 3 (advanced) near the middle of the webpage. This section presents a much more advanced and more comprehensive formulation that integrates the 4Ps formulation through multiple lenses (e.g. - Eriksonian developmental stages (Links to an external site.), psychodynamic defenses (Links to an external site.), and dialectical behavioural (Links to an external site.)). This webpage also offers many examples. (Links to an external site.)


SME Powerpoint (10 points)
In the field there will come a time when you will be asked to create and present on a topic. This assignment will help you build the skills needed for building a presentation in which you are seen as somewhat of a SME - subject matter expert. You may be uncomfortable with the term expert- but for our purposes and for this course you will be the SME of one of the topics below. I will explain more about this in a video about the assignment located in canvas.

You will choose from a topic listed below and complete a powerpoint presentation with a voice over explaining the subject matter. To maximize the learning, a topic can only be chosen by 3 students, in other words we need people to complete this assignment on as many diverse topics as possible.

To sign up for a topic, look in the Module titled SME PPT SIGN UP. BE SURE TO WATCH MY VIDEO EXPLAINING THIS ASSIGNMENT.

You will need to choose one of the 13 topics below by Jan 31.

1. Mental health needs of transgender women
2. Mental health needs of transgender men
3. Supporting LGBTQ+/transitioning youth
4. Clinical practice with older LGBTQ+ people
5. The impact of epigenetics on mental illness
6. Technology/Digital Health and Behavioral Health
7. Using innovative treatments transcranial magnetic stimulation
8. Gun violence and mental health
9. Re-entry Practices/Mental Health courts in criminal justice
10. The use of peer support in mental health and/or substance use treatment
11. The gut brain connection and its relationship to mental health and wellness
12. Protracted and complicated grief
13. Sex positive, strengths-based approach to sexually diverse clients (this is not sexual orientation or gender identity)

The idea of this assignment is that you become the subject matter expert for this our learning! There are very few specifics outlined for this assignment because it is YOUR project that you design and decide what we need to know about the topic. The minimum criteria are listed below.

- Choose a topic you are most interested in and dig deep to find more information than what you already know.
- You will need to include at least 5 scholarly references (you might have more).
- You will need to present enough material that the presentation is about 15 minutes in length.
- It would certainly be helpful to provide additional resources for your peers.
- Be sure to include the objectives of what you are covering in the beginning of the presentation and introduce the topic please make sure to define it and provide some background, don’t make assumptions about what others will already know.
- The file will be easier to load if you only insert the voice over on the power point slide (and not your picture).
- You may use an alternative to PowerPoint if you are comfortable, but make sure everyone else can view it and we don’t need to sign up for an extra app account.
- Have fun with this, it’s your chance to be our expert!

Assignments and Points

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection (2 x 10 points)</td>
<td>20</td>
</tr>
<tr>
<td>Discussion Boards (6 x 10 points)</td>
<td>60</td>
</tr>
<tr>
<td>Powerpoint (1x 10 points)</td>
<td>10</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 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.

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!

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.

Additional requirements: A respectful and inclusive online environment is expected. Any disruption of the course learning 1. 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. In the case of borderline grades, participation may be taken into consideration.

G. 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. Assignments are designated in the course outline in this document and are also listed in canvas in each module with due dates. It is recommended that you use the canvas calendar to help monitor your due dates.

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.

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.

H. 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 up to 7 days late, only 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.

I. Course Schedule

*Additional module materials may be added to Canvas, any added materials will be at no cost to the student.*

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Required Readings and Assignments</th>
<th>Due Dates</th>
</tr>
</thead>
</table>

7
<table>
<thead>
<tr>
<th>1</th>
<th>The DSM, Tools for Psychiatric Assessments, &amp; Increasing your knowledge of Assessment / Biopsychosocial Conceptual Framework Mental Health Medications Review</th>
</tr>
</thead>
</table>
| **Read and Watch:** | **Due 1/24/21 Reflection/Intro video**
| • Chapter 1 and DSM Video | Discussion Board
| **WATCH OR LISTEN #1** | |
| • #1 Mental Health and Mental Illness Fundamentals Part 1 | |
| Counselor Toolbox 284 [Link to Video OR](#) | |
| Listen to the same lecture as a podcast Mental Health and Mental Illness Fundamentals Part 1 on a podcast (podcast # 284) search by title at [PODCAST Link](#) | |
| **WATCH OR LISTEN #2** | |
| • #2 Mental Health and Mental Illness Fundamentals Part 2 [Link to Video #2 OR](#) | |
| Listen to the same lecture on a podcast (Podcast #287) Mental Health and Mental Illness Fundamentals Part 2 on a podcast. search by title at [Link to Podcast #2](#) | |
| **Read Case Formulation:** | |

<table>
<thead>
<tr>
<th>2</th>
<th>Anxiety Disorders / OCD/ PTSD</th>
</tr>
</thead>
</table>
| **Read Textbook:** | **Due 1/31/21 Discussion Board**
| Chapters 8 & 9 | |
| **Watch:** | |
| Anxiety, OCD, PTSD, and related psychiatric disorders, [Link to video](#) | |
| **Read Textbook:** | |
| Chapter 10 | |
|   | Mood Disorders MDD, and Bipolar Disorders | Read Textbook: Chapters 6 & 7  
Watch: Video- Mood disorders (depression, mania/bipolar, everything in between)  
Mood Disorders Video | Due 2/7/21 Discussion Board |
|---|---|---|---|
| 4 | Schizophrenia & other Psychotic Disorders | Read Textbook: Chapter 5  
Watch: Psychotic Disorders Video  
Link to Video On Psychotic Disorders | Due 2/14/21 Discussion Board |
| 5 | Substance Use Disorders | Read Textbook: Chapter 13 | *Due 2/28/21 Case Formulation Assignment |
| 6 | Disordered Eating Gender Dysphoria | Read Textbook: Chapter 11  
Watch: Video Eating disorders (anorexia, bulimia, and binge-eating disorder)  
Link to Video on Eating Disorders | *Due 3/4/21 Reflection Paper |
| 7 | Oppositional defiant Disorder and Conduct Disorders Borderline Personality and Other Personality Disorders | Read Textbook: Chapter 12  
Watch: Video Oppositional Defiant Disorder  
Link to Video | Due *3/7/21 Discussion Board |
| 8 | Autism Spectrum Disorder Alzheimer's Disease & Dementia Disorders | Read Textbook: Chapter 4  
Watch: Video Understanding the Autism Spectrum  
Link to Video | *Due 3/12/21 Discussion Board and Powerpoint |

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. 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.

The following is a list of commonly used library resources:

- Library Home Page
- Library Services
- Subject Guides
- Subject Librarians
- Course Reserves
- Library Tutorials
- Connecting from Off-Campus
- Ask a Librarian

L. Grade Grievances

For more information on the grade grievance process please see the BSW Program Manual or the MSW Program Manual. Grade grievance can be submitted through the BSW Grade Grievance form or the MSW Grade Grievance form located on the Forms and Resources website.

M. Institutional Policies

UTA students are encouraged to review these institutional policies and informational sections and reach out to the specific office with any questions. The following policies can be found on the UTA Syllabus Institutional Policies page:

- Drop Policy
- Observance of Religious Holy Days
- Disability Accommodations
- Non-Discrimination Policy
- Title IX Policy
- Academic Integrity
- Electronic Communication
- Campus Carry
- Final Review Week
- Student Feedback Survey
- Active Shooter
- Counseling and Psychological Services (CAPS)
- Student Support Services

N. 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.