



## Bachelor of Social Work Program

### SWKK 4301, Section 110 Social Work and Mental Health

<b>Semester:</b>	Spring 2019
<b>Meeting Time/Place:</b>	Tuesday & Thursday 1-2:15p.m.
<b>Instructor:</b>	Veronica Molina Assistant Lecturer & Assistant Field Coordinator & Title IV-E Director Doctor of Social Work Candidate
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<b>Phone &amp; E-Mail:</b>	254-519-5747/ <a href="mailto:v.molina@tamuct.edu">v.molina@tamuct.edu</a>
<b>Office Hours:</b>	Monday & Wednesday 1-4p.m.
<b>Important Course</b>	<b><u>Canvas</u></b>
<b>Access Information:</b>	Portions of this course are delivered via Canvas Online Learning at <a href="https://tamuct.instructure.com/login/ldap">https://tamuct.instructure.com/login/ldap</a> . Please ensure you have access to Canvas.

#### **Email**

The social work program, as well at TAMU-CT, corresponds frequently with students via email. In this regard, all students are required to have routine access to email. Personal email addresses should be connected to your A&M email address. For assistance, please contact Information Technology Services at 254-519-5426, [its@tamuct.edu](mailto:its@tamuct.edu), visit them in Founder's Hall room 113 or online at <http://www.ct.tamus.edu/departments/informationtechnology/contact.php>.

The following course has infused curriculum that prepares students with the necessary casework skills required by 45CFR1356.60 Title IV-E Training Program



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### Course Description

*Catalog Description:* This course provides students with knowledge of assessment based on the current Diagnostic and Statistical Manual of Mental Disorders published by the American Psychiatric Association, psychotropic medications, and social worker roles when interacting with people with mental health issues and interdisciplinary teams.

*Prerequisites:* Introduction to Social Work (SWKK 308) and Methods Skills of Social Work (SWKK 300) are highly recommended.

Note: The handouts for this course are delivered via the Canvas Online Learning system, so please be sure you have access to Canvas. If you have any problems, contact the Online Learning department.

### Nature of Course

Social Work and Mental Health provides students with knowledge of assessment based on the current Diagnostic and Statistical Manual of Mental Disorders published by the American Psychiatric Association, psychotropic medications, and social worker roles when interacting with people with mental health issues and interdisciplinary teams. The course gives students the opportunity to explore and understand their perceptions and beliefs about mental illness, separating fact from fiction with a focus on the incidence, etiology, and assessment of mental health issues with children, adolescents, adults, and families. The framework of the course is based on social work values and the ethical decision making process, as illuminated by the NASW Code of Ethics. The course also covers major classification systems, such as Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases and other schemes for assessing and understanding human behavior and human functioning throughout the lifecycle. A bio-psycho-social, spiritual and cultural emphasis is applied to the diagnostic categories within the DSM. Students examine the myths and realities of mental illness and critically analyze works of literature and film in terms of the perpetuation of stereotypes and misconceptions in society. Students develop an advanced understanding of people from diverse backgrounds, affirming and respecting their strengths and differences.

### Teaching Method

The primary teaching approach in this course will be collaborative and active learning. Material in the course will be presented through readings, class discussions, movies and case analyses.



## Program Mission

The mission of the BSW Program at Texas A&M University - Central Texas is to prepare high quality graduates for entry-level generalist social work practice and advanced education. This education is delivered in a rigorous and student-centered learning environment that promotes professional behavior, values and ethics, human and community well-being, respect for human diversity, and a global perspective, and is guided by a person-in-environment framework, knowledge based on scientific inquiry, and social work competencies.

## Program Framework

The Social Work Program curriculum is rooted in a framework established by the Council on Social Work Education (CSWE). Specifically, the program endeavors to develop social workers who promote human and community well-being by being able to demonstrate the following 9 core competencies upon graduation:

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
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

Each core competency has specific, measurable practice behaviors that help students and their professors determine if the competency has been achieved. There are 31 total practice behaviors. The complete list of practice behaviors can be found at the end of this syllabus or by reviewing the student handbook.

## Course Objectives & Related CSWE Practice Behaviors

This course provides content that helps to prepare you, the generalist social work student, to engage in the following CSWE competencies and related practice behaviors:

- 1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context



- 1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- 1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
- 2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
- 4.1 Use practice experience and theory to inform scientific inquiry and research
- 6.1, 7.2, 8.2, 9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- 6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
- 7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges with in the clients and constituencies; and
- 7.4 Select appropriate interventions strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

The objectives for this course, that support the CSWE related practice behaviors, are:

1. Students will be able to understand the role of social workers in applying skills in using the DSM and International Statistical Classification of Diseases (ICD) and Related Health Problems systems to classify various mental health issues.
2. Students will be able apply knowledge from readings and films to conduct critical analysis and evaluate their own strengths and limitations in social work skill practice.
3. Students will be able to demonstrate the ability to document client assessments, strengths and limitations, possible diagnoses, potential treatment and/or referral strategies.
4. Students will be able to understand the extent to which various ethnic, cultural, religious and spiritual practices may or may not impact diagnostic criteria.
5. Students will be able to demonstrate an understanding of their own strengths and limitations in terms of conducting micro-social work practice with diverse types of client populations, identifying ways they can reduce their own biases and other barriers to being effective with all types of clients with all types of mental health issues.



The following table shows the relationship between: A) the course objectives, B) the CSWE related practice behaviors, and C) the assignments used to assess your ability to fulfill the objective related to the practice behavior:

<b>A. Objectives</b> <i>(By the completion of the course, it is expected that you will be able to...)</i>	<b>B. CSWE Related Practice Behaviors</b> <i>(This is the practice behavior that objective supports)</i>	<b>C. Course Assignments</b> <i>(This is the assignment used to assess your ability to fulfill the objective related to the practice behavior)</i>
1. Understand the role of social workers in applying skills in using the DSM and ICD systems to classify various mental health issues.	1.1, 1.2, 1.3	<ul style="list-style-type: none"> <li>• Critical analysis papers</li> <li>• Case write ups</li> <li>• Exam</li> <li>• Counseling center presentation</li> </ul>
2. Apply knowledge from readings and films to conduct critical analysis and evaluate their own strengths and limitations in social work skill practice.	2.3, 4.1, 6.1, 7.2, 8.2, 9.2	<ul style="list-style-type: none"> <li>• Critical analysis papers</li> <li>• Case write ups</li> <li>• Exam</li> <li>• Counseling center presentation</li> </ul>
3. Demonstrate the ability to document client assessments, strengths and limitations, possible diagnoses, potential treatment and/or referral strategies.	6.2, 7.3, 7.4	<ul style="list-style-type: none"> <li>• Critical analysis papers</li> <li>• Case write ups</li> <li>• Exam</li> <li>• Counseling center presentation</li> </ul>
4. Understand the extent to which various ethnic, cultural, religious and spiritual practices may or may not impact diagnostic criteria.	2.3, 7.3, 7.4	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Critical analysis papers</li> <li>• Case write ups</li> <li>• Exam</li> <li>• Counseling Center Presentation</li> </ul>



<p>5. Demonstrate an understanding of their own strengths and limitations in terms of conducting micro-social work practice with diverse types of client populations, identifying ways they can reduce their own biases and other barriers to being effective with all types of clients with all types of mental health issues.</p>	<p>1.1, 1.2, 1.3</p>	<ul style="list-style-type: none"><li>• Critical analysis papers</li><li>• Case write ups</li><li>• Counseling Center Presentation</li></ul>
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## COURSE REQUIREMENTS

### **REQUIRED TEXTS:**

- American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders, 5<sup>th</sup> edition* (DSM-5). Arlington, VA: American Psychiatric Association. ISBN 978-0-89042-554-1.
- Bentley, Kia J.; and J. Walsh (2014). *The Social Worker and Psychotropic Medication: Toward Effective Collaboration with Clients, Families, and Providers, 4<sup>th</sup> edition*. Belmont, CA: Brooks/Cole, Cengage Learning. ISBN 978-1-285-41900-8.
- National Association of Social Workers. (2008). *Code of ethics of the national association of social workers*. Retrieved from <https://www.socialworkers.org/pubs/code/code>
- National Association of Social Workers. (2009). Mental Health. In *Social Work Speaks: National Association of Social Workers Policy Statements*. (8<sup>th</sup> ed.). Washington, DC: NASW Press  
Retrieved from <https://www.socialworkers.org/pressroom/swMonth/2012/toolkit/standards/Mental%20Health.PDF>
- Social Care Institute for Excellence. (2018). *Delivering integrated care: The role of the multidisciplinary team*. Retrieved from <https://www.scie.org.uk/integrated-health-social-care/measuring-progress/role-multidisciplinary-team>
- Texas State Board of Social Work Examiners. (2011). *Code of conduct*. Retrieved from [http://www.dshs.state.tx.us/socialwork/sw\\_conduct.shtm](http://www.dshs.state.tx.us/socialwork/sw_conduct.shtm)

### **Informational Text (not required):**

- World Health Organisation. (1992). *International Statistical Classification of Diseases and Related Health Problems, 10<sup>th</sup> Revision (ICD-10)*. Geneva: World Health Organisation. ISBN-10: 1622024044
- DSM-5 Quick Study Overview

### **Suggested Materials:**

- DSM-V index tabs



**FINAL GRADES**

A total of 600 points can be earned from the course assignments, as follows:

<b>Course Assignment</b>	<b>Total possible points</b>
Concept Mastery Reflection Quizzes (10)	100
Client Assessment & Record	100
Drafts of Client Assessment & Record	100
Mental Health Presentation	100
Multidisciplinary Team Meetings (2)	50
Counseling Center Presentation	50
Annotated Bibliography (2)	50
Final Exam	50
Attendance	50
Participation	50
<b>Totals</b>	<b>700 points</b>

**Final Points & Percentages\* and Corresponding Grades are based on the following:**

A = 90% to 100% (630 points)

B = 89% to 80% (560 points)

C = 79% to 70% (490 points)

D = 69% to 60% (420 points)

F = 59% or less (350 points or less)

*\*Note: Final grade percentages are rounded to the next highest value (ex: 79.5% = 80%)*

**COURSE ASSIGNMENTS**

The following activities will be completed during the semester:



## 1. *Client Psychosocial Assessment and Record*

On the first day of class, students will be assigned a particular DSM diagnosis for which he/she will be responsible (some of these assignments may give the student a choice from multiple diagnoses). Many class sessions will include a discussion regarding a portion of the DSM-5. Whichever student was assigned that diagnosis will co-lead the class discussion with Ms. Molina. This includes presenting a client scenario the student has created to illustrate one of the assigned DSM-5 diagnoses. The client scenario should reflect an understanding of the diagnosis and should illustrate the student's understanding of the information presented in the DSM-5 for such diagnosis. By the end of the course, each student will turn in a Client Assessment and Case Record illustrating the imagined work done with this fictional client. The record will include a comprehensive narrative presenting the client's story (psychosocial assessment), a list of service goals the student created for the work with that client, and "progress notes" documenting a minimum of 4 visits with the fictional client.

**The psychosocial assessment template can be found at the end of the syllabus and will be thoroughly reviewed in class. It is expected that all students will use this template when completing the psychosocial portion of the assignment.**

**Client and Family Service Goals :** Using the Partnership Model, list service goals that could be used to address challenges that exist in the client's/family's story or that could be used to further strengthen positive aspects that already exist in their story. This list should address all possible services that could be offered to help the client/ family. This section should reflect your assessment of the client and family's current situation and should be comprehensive.

**Treatment Plan :** After identifying a comprehensive list of service goals using the Shared Decision Making Model, prioritize the goals and identifying 2-3 long term treatment goals that will be the focus of work with the client/ client's family. Identify short term goals/ objectives that will allow the client to work towards the longer term goals. Identify who will be responsible for each goal, and set specific time lines for accomplishment. Remember that service goals should be concrete and clearly stated (the exact kind of assistance/referrals to be provided within the local community), behavioral (what you and/or the client/family will do), feasible (within what is realistic for the client/family to accomplish), positively stated (what will be done, not what the client/family will STOP doing), and measurable (the client/family and you can know when the goal has been achieved).

**Minimum of Four Case Notes:** The student will write at least 4 case notes summarizing fictitious contacts they had with the client. These notes reflect meetings after the assessment was completed. The notes will be written in SOAP note format.

Those notes will specify:



1. What was done with the client/family today to work on one or more of the service goals. What was the nature of the contact (office visit, home visit, phone call, etc.)?
2. What progress is the client/family making toward improving their situation?
3. What community resources was the client/family referred to, for what purpose, and what was the outcome of the referral?
4. What significant things changed in the client's/family's situation (e.g., they lost their job, their parent/caregiver died, they decided to stop taking their psychotropic medication, their partner broke up with them, they were arrested, etc.), and how did you have to change existing or add new service goals because of this new situation. **NOTE: Every client record has to document at least one such significant change.**
5. There should be a continuous focus on documenting progress being made in terms of the client's and family's outcomes.
6. It is important that you make your work with the client realistic, but I also encourage you to use creativity and imagination in developing your client story and case record, and have fun with the assignment.
7. At least some of your progress notes must address the client's unwillingness to take (or continue taking) (Medication Adherence) psychotropic medications, showing appropriate methods/intervention of handling this issue.

**Interventions should reflect an understanding and adherence to the specific interventions discussed in class and referred to in the text and the student should demonstrate an understanding of practicing with the framework of the Partnership Model.**

See the grading matrix at the end of this syllabus.

### **Drafts (100pts)**

Periodically the student will turn 6 drafts of the work he/she has done on the assignment in order to receive feedback that will enable the student to make revisions to what has been written before the final paper actually is submitted for grading. **Papers must be in APA format typed and double-spaced. Papers that are single-spaced will NOT be graded (i.e., they will receive a grade of 0).** Because the professor will make corrections to the record entries as they are turned in throughout the semester, it is expected that the final, graded client records will be professional in appearance and largely error-free.

- Drafts should be submitted to tutor.com or the writing center prior to submission
- When student receives feedback on a draft from professor, they are expected to make changes and updates to the draft.
- Student will include all sections of the draft after progressive submission. Example, when turning in draft 2, it should also include the updated draft 1.

75% of the grade on the final client record will be based on content of the information, how well the student followed instructions regarding what to cover in the entries, and the students' creativity in developing the



client's story and information about their activities and interventions. 25% of the grade on the final client record will be based on the number of errors in punctuation, spelling, and grammar, based on the following:

## **2. Mental Health Presentation**

The student will present a mental health disorder of the client he/she is developing in the Psychosocial Assessment and Client Record. The student will present the case to the class as though the class were members of the multidisciplinary treatment team. The following must be included in the presentation:

Slide Order:

- Name of the Disorder 10pts
- Feature Summary 20pts
- List of types of Disorders 20pts
  - subtypes
- Slide for each type of disorder with comprehensive explanation 20pts
- Infograph of disorder your client is diagnosed with 10pts
- Slide explaining common interventions 10pts
  - Medications
  - Therapeutic models
  - Holistic interventions
- Overall presentation delivery 10pts
  - Power point presentation/use of smart art
  - 7 bullet max for each slide
  - Use large fonts
  - Use smartart and photos if applicable
  - No sentences
  - Keep your presentation professional

\*The student is allowed to use pinterest to locate an Infograph/App/Therapeutic Interventions for the disorder

**\*See grading rubric in end of syllabus**

## **3. Concept Mastery Reflection Quizzes/ In-Class Movie Assignments**

Some class periods will include a reflection quizzes to help students solidify their understanding of the concepts presented in the course material and how to apply them. At times, students will be given client scenarios that apply some of the material being covered by the course in terms of how social workers would provide services to the person whose story is told in the scenario. Some of these case scenarios will be based on movies we watch in class that illustrate experiences of people who have mental health disorders. **Late quizzes will NOT be accepted.**



**Note: Take-home quizzes must be completed by each student alone. There is to be NO sharing of quiz answers with other students; this constitutes cheating. If a student shares their quiz answers with another student, BOTH students will receive a grade of 0 (zero) on that quiz and will fail the class. Students will also be reported for concerns of academic integrity.**

**ASSIGNMENTS MUST BE IN APA FORMAT, TYPED AND DOUBLE-SPACED, OR THEY WILL NOT BE GRADED.**

#### **4. *Counseling Center Presentation***

Each student will research and locate a Licensed Clinical Social Worker (LCSW) at a counseling center that addresses mental health issues outlined in the DSM-V and provide a presentation on their visit. This assignment is aimed at informing students how to address the stigma about seeking mental health services.

- The student will visit the agency and ask what services they provide and gather any flyers from the agency to share with the class.
- The student will further interview a LCSW at the agency and provide a class presentation about their interview
  - Agency Name, location, Hours, contact information, Name of LCSW and how long in practice
  - What does your work day look like for you
    - What happens in a counseling session? How long? How often?
    - What psychotherapeutic approaches and tools do you use?
    - How do you assess how well treatment is working?
  - What are positives about your job
  - What are the negatives about your job
  - Have you ever experienced a crisis situation/emergency with a client or dangerous situation? What occurred and how did you handle it
  - What recommendation would you have for someone who wants to become a counselor?
  - What would you tell someone who is hesitant about seeking counseling
- For the presentation, the student will then address what their feelings were before visiting the center and after. The student will also discuss what their approach would be to recommending counseling for someone in need.

#### **5. *Final Exam***



There will be one final exam. See the Course Schedule in this syllabus for exam date. The final exam will be completed in class on the final day of the course. The exam will not be the type of exam students may be used to (such as multiple choice, true-false, matching, and short essay questions). Instead, the final exam will ask a few large questions that expect the student to demonstrate their ability to integrate the learning they have done in the class (from reading, class discussions, watching movies in class, etc.) and show how they can APPLY that knowledge in performing social work functions with people who have mental health disorders and their families. No materials can be used during the testing. **No technology, including cell phones, can be visible while students are taking any exam.**

**Note: In an emergency that keeps a student from being able to attend class on the day the final is given, the student is responsible for contacting the professor in advance to see what arrangements, if any, can be made to make up the exam before the day it is actually being given. Since the final exam is being given on the final day of class, it will NOT be possible for a student to make up the exam AFTER the date it is given in class.**

#### 6. **Multidisciplinary Team Meetings**

Students will participate in multidisciplinary team meetings to discuss their client assessment. Students should be prepared to provide an update on their client's status. Students must be prepared to answer any questions from the team.

#### 7. **Annotated Bibliography (2)**

The Annotated Bibliography assignment serves as a review of the literature surrounding the interventions best used with the disorder the student is presenting on. Students will complete two annotated bibliographies that are directly related to their disorder. Students will use the TAMUCT library services to research and identify journal articles related to the selected topic. This will consist of two paragraphs and must be a minimum of one page. The first paragraph will be a summary of the peer-reviewed journal article read (10pts). The second paragraph will explain how this information will support their intervention (10pts). (5pts will cover the grammar & APA) Students will turn in a cover page. All will be stapled together. APA guidelines should be followed. (Unstapled papers will not be accepted) The information will be used in the Client Psychosocial Assessment & Record paper and Mental Health Presentation.

#### 8. **Class Attendance & Participation**

**Attendance:** Students are expected to be present for every scheduled class session to enrich the learning experience. Students receive a zero (0) for an unexcused absence, tardiness, or early departure from class without prior discussion and approval by the instructor. If you are unable to avoid missing a class, you must notify the professor via email before the class period to explain the absence. It is up to the discretion of the professor if the absence will be excused (i.e., will not count against your attendance grade).

Further, students are expected to actively engage in the learning during class. This includes engaging in discussion, activities, and actively listening to discussions and lectures taking place in class. The professor assumes that attendance will yield positive and active engagement as outlined above. Failure to attend or to actively engage in positive ways as outlined above and in accordance with the class policies, university



code of conduct, and school behavioral expectations (see professional behavior rubric attached to this syllabus) will yield a zero (0) for attendance/participation. Hence, it is important to be aware that unexcused absences and failure to adhere to class policies while in class can and will impact this portion of your grade. *Please note: If your schedule is such that you find it consistently difficult to arrive to class on time, remain for the full class, or arrive to class at all, it is best that you find a course that would best meet your scheduling needs.*

## CODE OF CONDUCT FOR CLASSROOMS

### Class Policies

The following policies apply to all students enrolled in this course:

1. Students are not permitted to enter class more than ten (10) minutes late. Exceptions will be made with prior discussion and approval by the professor only.
2. Once class has begun, students are expected to remain for the duration of the class. It is expected that all students will take care of personal affairs (i.e., get beverages, take care of phone calls, meeting with students and other professors, use the restroom, etc.) before class begins. Students who have a medical/physical condition for which they need to request an exception to this policy are advised to speak with the Disability Services Coordinator and/or discuss this with the professor to see if an exception can be granted. Students leaving the class outside of these parameters should not attempt to re-enter the class and will receive a 0 for class participation and/or attendance that day. **Please note:** *During the summer when classes are 2 hours and 30 minutes in length, the instructor will have a minimal 10 minute break built into each scheduled learning period to support student needs.*
3. Students are expected to display professional decorum at all times. This includes, but is not limited to, respecting classmates and the instructor. In this regard, it is expected that students will not speak to/hold conversations with/pass notes to other students, use cell phones, or engage in other types of unprofessional behaviors once class has begun. Talking during lecture, out of turn, or while other students are talking is disruptive to the learning environment, disrespectful to peers, and unprofessional in demeanor. Students are strongly encouraged to engage in discussion in a respectful and appropriate manner; hence, it is expected that students apply classroom etiquette and raise a hand if there is something to share or to answer a question. It is also expected that students will display patience in raising a hand and recognize that the professor will eventually call on the student and/or may attempt to vary responses from peers **and not call on the student in an effort to do so.** Shouting out answers, making loud noises, and/or waving a hand vigorously to capture attention is unprofessional and inappropriate behavior. Consistent display of such behavior will result in consultation by the professor and can potentially impact the attendance/participation grade. Students



are encouraged to use a "parking lot" to for questions that may be better to address after class with the professor.

**Please note:** This professor will NOT assign seats to students. If behavior accelerates to such a need, a meeting will be requested with the student, the instructor and potentially the department to address appropriateness to be able to continue with the course. If it is determined that the behavior significantly impacts/impairs learning for other students, the student may be asked to leave the class permanently, resulting in an F for the course.

4. To support the academic learning environment, students are asked to refrain from sharing personal information in class that will not support/add significantly to the class discussion. Sharing of personal stories and/or issues that are not related to the topic can distract class learning and limit knowledge sharing by the professor and other students. In this regard, please note that the professor reserves the right to redirect/limit such conversations in class unless students are expressly asked to share such information by the instructor.
5. **NO TECHNOLOGY IS PERMITTED DURING IN CLASS EXAMS, QUIZZES, OR OTHER TYPES OF ASSIGNMENTS AS DEFINED BY THE PROFESSOR, UNLESS GIVEN SPECIFIC PERMISSION BY THE PROFESSOR.** During such assignments, students may be asked to turn in cell phones to the professor, place bags beneath desk or to the side of class, or other request to minimize use of such technology. Students discovered to be using cell phones, ipads, e-readers, recording devices, etc. during assignments without expressed, written approval by the professor to do so will receive a zero (0) for the assignment and referred to Student Affairs for academic integrity concerns. Students warned against doing so once and found to do so again in this or any subsequent course will receive an F for the course in which the behavior was identified and referred to Student Affairs.
6. Students are **NOT** permitted to work collaboratively (together) on *any* assignment unless given EXPRESSED permission by the instructor to do so. This includes homework, take home quizzes, papers, etc. Failure to adhere to this policy can result in a zero (0) on the assignment and referral to Student Affairs for academic integrity concerns.
7. **All assignments must be turned in at the beginning of class on the day they are due** unless indicated otherwise by the professor. The professor will explain to you when the beginning of class is for the course (*for example*: 10 minutes after the start of class, following the class greeting by the instructor, etc.). Late work **will not** be accepted or graded unless this has been discussed with and approved by the professor **BEFORE** the due date (not the due time) of the assignment. Being absent from class on a day when an assignment is due does NOT grant a student an extension to the due date; the student must still arrange to get that assignment turned in to the professor before class starts. Allowing students to turn in assignments late for a grade is not fair to other students who get their work done on time, disrupts the grading process for the professors, and sends a message that such behavior is



professionally “okay,” which it is not. This, as well as all other policies, will be held to strict code, and failure to adhere to this policy will result in a zero (0) for the assignment. This is inclusive of all assignments.

***Please note:*** *This professor considers it unprofessional and unacceptable to run into class with a newly printed paper and attempt to assemble the paper at the professor’s desk/podium (getting pages together, stapling, etc.) prior to turning the paper/assignment in. This shows failure to effectively plan and take initiative to get assignments turned in on time. Two (2) points will be deducted from any paper/assignment (even if turned in before class) that is prepared and submitted in such a manner; hence, it is advisable to appropriately assemble papers for submission BEFORE entering class.*

8. Unless otherwise noted, hard copies of papers must be submitted. Students should be prepared to submit electronic copies of any paper for class at the discretion of the instructor.
9. All papers submitted for grading MUST adhere to APA 6<sup>th</sup> edition standards unless otherwise stated by the professor. This means that all papers must, *minimally*, be: 1) typed, 2) double spaced, 3) use Times New Roman font, 4) use 12 point font, 5) include an APA style cover page, and 6) include in-text citations AND a reference page for ANY SOURCED INFORMATION (this includes information learned in current or previous classes, read online, learned during a personal communication, reviewed over email, read in a text-book, etc.). Further, all typed papers submitted in class MUST be stapled or clipped together (if too large for staple). It is not acceptable, nor professional, to hand in a paper that is not professionally bound (in academia, professionally bound means stapled or securely clipped together). Unless instructed to do so, submitting papers in folders, binders, etc. are not required and should be limited in use.
10. TAMU-CT expects all students to maintain high standards of personal and scholarly conduct and avoid any form of academic dishonesty. Academic dishonesty includes, but is not limited to, plagiarism (intentional or unintentional), copying another person's work, turning in someone else's work as your own, downloading material from the internet and inserting it into a paper as if it was your own work, taking ideas from classes or readings and putting them in a paper without citations/references, cheating on an examination or other academic work, collusion, and the abuse of resource materials. Any idea, even paraphrased ideas, used or borrowed must be given credit by showing the source with an appropriate citation and reference. **Any student who violates class and/or university policies regarding Academic Honesty will be sanctioned according to the University and program guidelines.** More information on university policies can be found at [www.ct.tamus.edu/studentconduct](http://www.ct.tamus.edu/studentconduct). A copy of the University’s policy is also located at the end of this syllabus.
11. **Additional & Important Note on Writing Assignments:** All written assignments are expected to be the original work of the student. While paraphrasing and some direct quotations are permitted, it is expected this will be done within the context of your own analysis and synthesis of the information read. Paraphrasing is a skill of reading information and, using your own thoughts, summarizing the



information in a way that supports the topic discussed. While the paraphrase involves your own thoughts, it originates from a source and that source is cited. Quoting is a matter of taking words, verbatim, from another source and restating them without, or with minimal, manipulation. Quotations are placed in quotation marks (“ ”) or placed in a block format within the text. Quoting does not involve analysis and synthesizing and, therefore, does not require critical thinking except when used appropriately to support (not substitute) an idea. Because of this, students are discouraged from using significant quotations as this limits your learning experience. Students found to excessively quote will be penalized. Students using words as their own without **appropriately** citing will be penalized – including failing the assignment and up to failing the course. Students found to have plagiarized (using words as your own without giving **proper credit**, whether paraphrasing or directly quoting) will also be referred to the Student Affairs. Therefore, it is **VERY** important that students take academic integrity in writing very seriously. If you are in doubt, it is always best to cite your source and/or speak with your professor for more guidance. The Writing Center, Library, and Owl Purdue are also resources that can help you. ***A copy of this statement is located at the end of this syllabus. You are required to acknowledge receipt and understanding regarding the policy for academic integrity in this course by signing and submitting the acknowledgement statement no later than the second (2<sup>nd</sup>) week of class. Failure to do so will result in consultation with the professor, program faculty and/or Student Affairs and could limit your successful continuation in this course.***

12. Class discussions, oral presentations, and written materials must adhere to professional standards of expression and conform to the style described by the American Psychological Association (APA, 2009). This includes avoidance of the use of language that degrades women, people of color, gays, lesbians, bisexuals, transgendered, and other diverse and at-risk populations. All students are expected to display the utmost respect for all people, regardless of differences.

### ***Final Note Regarding Class Policies***

*The aforementioned policies are designed to create and foster a positive and rewarding learning environment for all students. Failure to adhere to the aforementioned class policies, as well as university policies, demonstrates a potential inability to conduct oneself professionally in the field of study. These policies are applicable throughout the program and, as such, students who consistently fail to comply with these policies will be considered inappropriate candidates for field placement and/or the degree of Bachelor of Social Work at TAMU-CT, as their behavior is considered inappropriate for a social work practitioner.*

*An assessment of student behavior as it relates to class policies, and overall decorum required throughout the TAMU-CT social work program and the University, is provided via the “Rubric for Assessing Professional Behaviors” (attached to this syllabus). Any student in this course found to perform below the standard requirements will be provided with a rubric outlining areas for concern. Failure to obtain scores of 3 or 4 in any of the 15 professional behavior areas listed in the rubric will*



*limit a student's ability to be assigned a field placement and/or can result in removal from a field placement. These behaviors, which align with the National Association of Social Workers (NASWs) core values and ethics, TAMU-CTs Code of Conduct, and the Social Work Program class policies, are considered the expected professional behaviors of social work interns and future generalist social workers and, therefore, are held to the strictest code.*

## University Policies

### Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop\_Request\_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

### Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's



programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

### **Tutoring.**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at [deeadra.albertgreen@tamuct.edu](mailto:deeadra.albertgreen@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

**University Writing Center:** Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-4pm Monday-Thursday during the summer with online hours available Monday-Thursday from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](#) at



[<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

### **University Library.**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [<http://tamuct.libguides.com/index>].

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### **A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT,



faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

### **Textbook Purchasing**

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.



**COURSE SCHEDULE**

**Note: The professor reserves the right to amend the schedule and syllabus at any time.**

Date	Description	Text / Readings/Assignments Due
1/15 	Introductions Review of syllabus Assignment expectations Receive Assigned Disorder/draft 1 Social work buddy	
1/17	Bentley & Walsh Ch. 1 NASW Social Work Speaks on Mental Health Person First Language Article/handout/video Client Assessment Review BioPsychosocial-Spiritual Assessment	<b>Page 35 due</b> <b>Email Ms. Molina that you have read, received and understand the expectations of the syllabus via canvas</b>
1/22 	No Class Work on completion of Draft 1 Read chapter 2 & Social Care Institute for Excellence	<b>Mental Health Stigma Assignment due via Canvas</b>
1/24	Bentley & Walsh Ch. 2 National Alliance on Mental Health Counseling Presentation Review	
1/29	Bentley & Walsh Ch. 3 Mental Status Exam Bell County Indigent Mental Health Program	<b>Quiz 1</b> <b>Submit draft 1 to tutor.com for grammar review</b>
1/31	Multidisciplinary Team Meeting Social Care Institute for Excellence <i>Mental Health Apps</i> Dazona Life and Learning Center	<b>MDT 1</b>
2/5	Bentley & Walsh Ch. 4 S.O.A. P. Notes <i>U.S. Department of Health and Human Services</i> <i>Mentalhealth.gov</i>	<b>Draft 1 due, Identifying information</b> 
2/7	Bentley & Walsh Ch. 5 NASW Social Work Practice in Health Care Settings <i>Samhsa.gov</i>	<b>Quiz 2</b> 
2/12	No Class	<b>Update draft 1</b>



	Work on Client Assessment/Counseling Center Presentation/Read chapter 6	<b>Complete draft 2 &amp; submit to tutor.com for grammar review</b>
2/14 	No class Work on Client Assessment/Counseling Center Presentation/Read chapter 7	<b>Annotated Bibliography #1 Due</b>
2/19	Bentley & Walsh Ch. 6	<b>Draft 2 due, Presenting problem</b>
2/21	Bentley & Walsh Ch.7 <i>Centralcountiesservices.org</i>	
2/26	Bentley & Walsh Ch.8 Quick Reference to Psychotropic medication: psyD-FX.com Presentation Review Early Childhood Intervention (ECI)	<b>Quiz 3</b>
1/28	NO CLASS/Read chapter 9	<b>Annotated Bibliography #2 Due Edit draft 2 Complete draft 3 &amp; submit to tutor.com for grammar review</b>
3/5 	Bentley & Walsh Ch. 9 Clinical Social Work in Social work Practice <i>Bbtrails.org</i>	
3/7	Bentley & Walsh Ch. 10 Theoretical Frameworks/Research Informed Practice/Practice Informed Research	<b>Draft 3 due, Background history</b>
3/11-3/15	Spring Break	
3/19	<b>Counseling Center Presentation</b>	<b>Quiz 5 Complete draft 4 &amp; submit to tutor.com for grammar review</b>
3/21	<b>Counseling Center Presentation</b>	<b>Draft 4 due, Assessment</b>
3/26 	DSM-5 Preface, Introduction, Use of the Manual, Cautionary Statement for Forensic Use of the DMS-5 Highlights of Changes from DSM-IV-TR to DSM-5/WHO- ICD10-CM	



3/28 	Neurodevelopmental Disorders Schizophrenia Spectrum and Other Psychotic Disorders	<b>Quiz 6</b>  <b>World Health Organization</b> <i>Complete draft 5 &amp; submit to tutor.com for grammar review</i>
4/2	Anxiety Disorders Obsessive-Compulsive and Related Disorders	<b>Draft 5 due, Recommendations</b>
4/4	Bipolar and Related Disorders Depressive Disorders Suicide Prevention: Role Play Movie clips	<b>Edit draft 3, 4, 5</b>
4/9	MDT meeting	<b>MDT 2</b>
4/11	Trauma and Stressor Related Disorders- Dissociative Disorders Movie clips	<b>Quiz 7</b> <b>Draft 6 due, 4 Soap notes</b>
4/16	Somatic Symptom and Related Disorders- Feeding and Eating Disorders- Movie clips	
4/18 <i>Happy Easter!</i> 	Elimination Disorders- Sleep-Wake Disorders Movie clips	<b>Client Assessment &amp; Record due</b>
4/23	Sexual Dysfunctions- Gender Dysphoria- Movie clips	<b>Quiz 8</b>
4/25	Disruptive, Impulse Control, and Conduct Disorders- Substance Related and Addictive Disorders <i>NASW Social Work Practice with Clients with Substance Use Disorders</i> Movie clips	
4/30	Neurocognitive Disorders- Personality Disorders- Movie clips	<b>Quiz 9</b>
5/2	Paraphilic Disorders- Assessment Measures, Cultural Formulation Social Work & Self-Care In Class Evaluations	
5/7	<b>NO CLASS/ PREP FOR EXAM</b>	<b>Quiz 10 via canvas</b>



TEXAS A&M  
UNIVERSITY  
CENTRAL TEXAS



Spring  
2019

5/9

Final Exam

**\*Professor reserves the right to amend the syllabus at any time.**



## BIBLIOGRAPHY

*The following resources were used in developing handouts for this class and/or can be used by students to provide further information on the topics covered by the course:*

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### Websites for Finding Evidenced-Based Assessment and Practice Information

- The American Academy of Child and Adolescent Psychiatry Practice Guidelines. Available on line with subscription to the journal "Journal of Child and Adolescent Psychiatry" [www.AACAP.org](http://www.AACAP.org)
- The American Psychological Association publishes Practice Guidelines and Guidelines for interpreting the Plethora of Guidelines that exist. [www.apa.org](http://www.apa.org)
- Campbell Collaboration [www.CampbellCollaboration.org](http://www.CampbellCollaboration.org)
- Cochrane Collaboration <http://www.cochrane.org/>
- DSMIVR: [www.DSMIV.org](http://www.DSMIV.org)
- International Center for the Study of Psychiatry and Psychology (Critiques of Psychiatric practice and drugs): [www.icspp.org](http://www.icspp.org)
- The Journal Clinical Evidence is an on-line journal that helps clinicians decide on what works for what disorder. [www.clinicalevidence.org/ceweb/conditions/index.jsp](http://www.clinicalevidence.org/ceweb/conditions/index.jsp)
- The Journal of Clinical Psychiatry Practice Guidelines: Available on-line with subscription to the journal. [www.psychiatrist.com](http://www.psychiatrist.com)
- The National Institute on Drug Abuse ( NIDA) <http://www.drugabuse.gov/>
- The National Institute of Mental Health (NIMH) [www.nimh.nih.gov/](http://www.nimh.nih.gov/)
- Practice Guidelines Available online [www.psychguides.com](http://www.psychguides.com)
- PSYWEB: [www.psyweb.com](http://www.psyweb.com)
- The Substance Abuse and Mental Health Services Administration (SAMSHA) [www.samhsa.gov/](http://www.samhsa.gov/)
- The Up-date, Clinical Update [www.uptodate.com](http://www.uptodate.com)



**Grading Matrix Client Assessment/ Record**  
(75% of the project grade based on this content)

Student's Name: \_\_\_\_\_

<i>Item</i>	<i>Possible Points</i>	<i>Points Earned</i>
Client assessment (including appropriate demographics and intake/referral information)	10	
Comprehensive Service Goals	10	
Initial Service Plan/ Treatment Plan	10	
Progress Notes (4 Client Contacts)	4 x 10 =40	
Progress notes dealing effectively with lack of compliance on taking psychotropic medications	7	
One change in client's situation with resulting change in service plan	7	
Overall consistency, creativity, and quality of overall client record and progress notes	6	
Quality of Writing (APA, punctuation, grammar, spelling)	10	
Total	100	



**Biopsychosocialspiritual Assessment Format**

**I. Identifying Information**

- A. Demographic information: age, sex, ethnic group, current employment, marital status, physical environment/housing: nature of living circumstances (apartment, group home or other shared living arrangement, homeless); neighborhood.
- B. Referral information: referral source (self or other), reason for referral. Other professionals or indigenous helpers currently involved.
- C. Data sources used in writing this assessment: interviews with others involved (list dates and persons), tests performed, other data used.

**II. Presenting Problem**

- A. Description of the problem, and situation for which help is sought as presented by the client. Use the client's words. What precipitated the current difficulty? What feelings and thoughts have been aroused? How has the client coped so far?
- B. Who else is involved in the problem? How are they involved? How do they view the problem? How have they reacted? How have they contributed to the problem or solution?
- C. Past experiences related to current difficulty. Has something like this ever happened before? If so, how was it handled then? What were the consequences?

**III. Background History**

- A. Developmental history: from early life to present (if obtainable)
- B. Family background: description of family of origin and current family. Extent of support. Family perspective on client and client's perspective on family. Family communication patterns. Family's influence on client and intergenerational factors.
- C. Intimate relationship history
- D. Educational and/or vocational training
- E. Employment history
- F. Military history (if applicable)
- G. Use and abuse of alcohol or drugs, self and family
- H. Medical history: birth information, illnesses, accidents, surgery, allergies, disabilities, health problems in family, nutrition, exercise, sleep
- I. Mental Health history: previous mental health problems and treatment, hospitalizations, outcome of treatment, family mental health issues.
- J. Nodal events: deaths of significant others, serious losses or traumas, significant life achievements
- K. Cultural background: race/ethnicity, primary language/other languages spoken, significance of cultural identity, cultural strengths, experiences of discrimination or oppression, migration experience and impact of migration on individual and family life cycle.
- L. Religion: denomination, church membership, extent of involvement, spiritual perspective, special observances

**IV. Assessment**

- A. What is the key issue or problem from the client's perspective? From the worker's perspective (possible diagnosis if not already defined)?
- B. How effectively is the client functioning?
- C. What factors, including thoughts, behaviors, personality issues, environmental circumstances, stressors, vulnerabilities, and needs seem to be contributing to the problem(s)? Please use systems theory with the ecological perspective as a framework when identifying these factors.
- D. Identify the strengths, sources of meaning, coping ability, and resources that can be mobilized to help the client.
- E. Assess client's motivation and potential to benefit from intervention

**V. Recommendations/Proposed Intervention**

- A. Theoretical approach used
- B. Tentative Goals (with measurable objectives and tasks) (SMART)



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Spring  
2019

1. One Short-term
  2. One Long-term
  3. Worker Tasks
- C. Units of Attention
- D. Possible obstacles and tentative approach to obstacles



**MENTAL HEALTH CASE PRESENTATION GRADING RUBRIC**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Score: \_\_\_\_\_ /100

**Section I.**

Nonverbal Skills	5=Exceptional	4=Acceptable	3=Needs Improvement	1=Poor
<b>Eye Contact</b> Score:	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes or slides.	Consistent use of direct eye contact with audience, but still returns to notes.	Displays minimal eye contact with audience, while reading mostly from notes.	No eye contact with audience. Entire report is read from note or slide.
<b>Body Language</b> Score:	Movements seem fluid and help the audience visualize.	Made movements or gestures that enhance articulation.	Very little movement or descriptive gestures or movements/gestures were out of place/distracting.	No movement or descriptive gestures or movements/gestures were out of place and very distracting.
<b>Poise</b> Score:	Displays relaxed, self-confident nature.	Displays little or no tension. Quickly recovers from mistakes professionally and without repeated apology.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has significant trouble recovering from mistakes.
<b>Attire</b> Score:	Displays professional appearance and hygiene. It is evident that care, attention, and consideration was made for attire that was appropriate to the audience and information.	Appearance and hygiene are acceptable.	Appearance and hygiene are noticeably unkempt.	Appearance and hygiene are significantly unkempt and disheveled.

Section Total: \_\_\_\_\_/30

**MENTAL HEALTH CASE PRESENTATION GRADING RUBRIC**

**Section II.**

Verbal & Timing Skills	5=Exceptional	4=Acceptable	2=Needs Improvement	1=Poor
<b>Speaking/Articulation &amp; Timing</b> Score:	Uses a clear voice and speaks at a good pace so audience members can hear presentation. Less than 5% of speaking is from notes. Did not	Presenter's voice is clear. The pace is a little slow or fast at times. Most audience members can hear presentation.	Presenter's voice is low. The pace is much too rapid/slow. Audience members have difficulty hearing	Presenter mumbles, talks very fast, and/or speaks too quietly for a majority of students to hear and understand. 50% or



	exceed more than one minute of allotted time.	10% -15% of speaking is from notes. Was within two minutes of allotted time.	presentation. 20% - 40% of speaking is from notes. Was more than 2 but less than 3 minutes over of allotted time.	more of speaking is from notes. Was significantly too long (3+ minutes above allotted time).
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Section Total: \_\_\_\_\_/15



**MENTAL HEALTH CASE PRESENTATION GRADING RUBRIC**

**Section III.**

Content	10=Exceptional	5=Acceptable	3=Needs Improvement	1=Poor
<b>Inclusion of Required Information</b> Score:	All required information included and expanded upon in a way that is appropriate and significantly adds to the value of the information presented.	Most required information is included and elaborated upon in a way that adds general support to the information presented.	Only half of the required information is included.	Less than half of the required information is included.
<b>Knowledge</b> Score:	An abundance of material clearly related to the topic is presented and discussed. Points are clearly made and evidence is used to support claims.	Sufficient information with many good points made.	There is a great deal of information that is not clearly integrated or connected to the topic. Information presented is uneven and there is little consistency.	Purpose of provided information unclear. There is information included that does not support the topic in any way.
<b>Organization</b> Score:	Information is presented in a logical and interesting Sequence, which audience can follow. Flows well.	Information is presented in logical sequence, which audience can follow.	Audience has difficulty following presentation because the presentation jumps around and lacks clear transitions.	Audience cannot understand presentation because there is no sequence of information.
<b>Mechanics</b> Score:	Presentation has none to very minimal (2) misspellings or grammatical errors.	Presentation has no more than 3-4 misspellings and/or grammatical errors.	Presentation has 5-7 misspellings and/or grammatical errors.	Presentation has 8+ spelling and/or grammatical errors.

Section Total: \_\_\_\_\_/55

Total Presentation Score: \_\_\_\_\_/100

\_\_\_\_\_ %

Grade: \_\_\_\_\_



Bachelor of Social Work Program

Rubric for Assessing Professional Behaviors (RAPB)

Students must demonstrate the ability to maintain scores of 3 or 4 in each of the following 15 professional behavior areas listed below to be considered for a field placement, as these are the expected professional behaviors of social work interns and professional social workers.

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
1. <b>Attendance:</b> Attends classes and related meetings	Student has missed a significant (more than 6) number of classes and/or a sufficient number of meetings to impair performance.	Student has missed several (4-5) classes and/or a moderate number meetings such that it impacts performance.	Student attends almost all classes (missing no more than 3) and/or attends almost all meetings such that absence does not impact/impair performance.	Student attends all classes and/or meetings.
2. <b>Punctuality:</b> Is punctual and present	Student has been significantly late to class/meetings or left early from class/meetings 3 or more times in a semester.	Student has occasionally (no more than 2 times) been late to class/meetings or left early from class/meetings in a semester.	Student is on time to class/meetings and stays until the end except in truly rare or unusual circumstances that are considered excusable by the professor.	Student is always on time and stays until the end of class/meetings.
3. <b>Initiation of Communication:</b> Initiates communication with the professor/supervisor	Student rarely contacts the instructor/supervisor to inform of tardiness/absence, and/or student provides no reason for tardiness/absence.	Student may contact the professor/supervisor to inform of tardiness/absence, but generally does so after the occurrence.	Student almost always contacts the professor/supervisor prior to the occurrence to inform of tardiness/absence. In rare instances when this is not done prior, the student contacts the professor/supervisor immediately after.	Student always contacts the professor/supervisor prior to the beginning of class to inform of anticipated tardiness/absence except in an emergency, and then contacts the professor immediately thereafter.



Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
4. <b>Respect:</b> Demonstrates respect and support in relationships	Student is frequently disrespectful to and non-supportive of classmates, staff, faculty, and/or community members.	Student is occasionally disrespectful to and non-supportive of classmates, staff, faculty, and/or community members.	Student is rarely disrespectful to classmates, staff, and/or faculty. Student almost always demonstrates support in these relationships/interactions.	Student is never disrespectful to classmates, staff, and/or faculty. Student always demonstrates support in these relationships/interactions.
5. <b>Self-Awareness:</b> Demonstrates self-awareness	Student rarely shows self-awareness about the impact of verbal and non-verbal communications.	Student occasionally shows self-awareness about the impact of verbal and non-verbal communications.	Student almost always maintains a high level of self-awareness about the impact of verbal and non-verbal communications.	Student always maintains a high level of self-awareness about the impact of verbal and non-verbal communications.
6. <b>Diversity Awareness:</b> Demonstrates awareness and responsiveness to diversity	Student's classroom or other student related interactions rarely reflect respect for and appreciation of diverse opinions, experiences, and/or people.	Student occasionally reflects respect for and appreciation of diverse opinions, experiences, and/or people in the classroom or during other student related interactions.	Student's classroom or other student related interactions almost always reflect respect for and appreciation of diverse opinions, experiences, and/or people.	Student's classroom or other student related interactions always reflect respect for and appreciation of diverse opinions, experiences, and/or people.
7. <b>Collegiality:</b> Demonstrates collegiality and collaborative interactions	Student rarely demonstrates collaborative skills in work with others, and/or student has poor relationships with classmates or others involved in student learning.	Student is occasionally reluctant to collaborate with others and/or struggles with maintaining positive relationships.	Student almost always works collaboratively with team members, and/or student almost always engages positively with others.	Student always works collaboratively with all team members, and/or student always engages positively with others.



Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
<b>8. Course Engagement:</b> Demonstrates appropriate engagement in class activities/discussions	Student rarely engages in class activities/discussions and does not make an effort to do so following feedback. Or student frequently monopolizes the learning space, limiting others' engagement and/or inhibiting the learning environment.	Student occasionally engages in class activities/discussions and makes some effort to do so following feedback. Or student occasionally monopolizes the learning space, limiting others' engagement and/or inhibiting the learning environment.	Student almost always engages in class activities/discussions and rarely monopolizes the learning space in a way that it limits others' engagement and/or the learning environment.	Student always engages in class activities/discussions and never monopolizes the learning space in a way that it limits others' engagement and/or the learning environment.
<b>9. Written Expression:</b> Strives for a high level of written expression	Student's writing shows significant impairment in content, grammar, spelling, structure, and/or flow. Writing grades are/would be a D or F.	Student's writing shows moderate impairment in content, grammar, spelling, structure, and/or flow. Writing grades are/would be a <u>low</u> C.	Student's writing demonstrates good content, grammar, spelling, structure, and/or flow. Writing grades are/would be a <u>high</u> C.	Student's writing demonstrates very good to excellent content, grammar, spelling, structure, and/or flow. Writing grades are/would be a B or A.
<b>10. Initiative &amp; Reliability:</b> Demonstrates initiative, reliability and dependability	Student rarely takes initiative to plan work and complete it in a timely manner, and/or student rarely gets assignments done and submitted on time.	Student only occasionally takes initiative to plan work and complete it in a timely manner, resulting in coming to class minimally prepared and occasionally missing assignment due dates.	Student almost always takes initiative to plan work and complete it in a timely manner, and/or work is almost always submitted on time.	Student always takes initiative to plan and complete work in a timely manner, and/or work is always submitted on time.
<b>11. Responsiveness to Feedback:</b> Demonstrates evidence of motivation to improve oneself.	Student has not demonstrated receptiveness to suggestions and feedback from others and, therefore, makes no effort to adjust performance accordingly.	Student is usually receptive to suggestions and feedback but does not adjust performance accordingly.	Student is almost always receptive to suggestions or feedback and adjusts performance accordingly.	Student is always receptive to suggestions or feedback from others and adjusts performance accordingly.



Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
<b>12. Compliance with Professional Requirements:</b> Demonstrates compliance with the professional conduct policy in the BSW Program, Texas A&M University-Central Texas Code of Conduct, Field Education Manual, and, as applicable, Field Agency Policies	Student demonstrates significant problems in complying with Program requirements, University requirements, and/or the Field manual.	Student occasionally demonstrates non-compliance with the Program requirements, University requirements, and/or the Field manual.	Student almost always demonstrates compliance with the Program requirements, University requirements, and/or the Field manual.	Student always demonstrates compliance with the Program requirements, University requirements, and/or the Field manual.
<b>13. Compliance with the NASW Code of Ethics:</b> Demonstrates compliance with the Code of Ethics in its entirety	Student is consistently non-compliant with one or more components of the Code of Ethics.	Student is only moderately compliant with components of the Code of Ethics.	Student is almost always compliant with the Code of Ethics.	Student consistently demonstrates compliance with the Code of Ethics.
<b>14. Quality and Quantity of Work:</b> Strives for high quality work that meets assignment guidelines.	Student submits assignments that frequently lack neatness, accuracy, organization, and thoroughness, and/or the work submitted is incomplete.	Student submits assignments that occasionally lack neatness, accuracy, organization, and thoroughness, and/or the work submitted is somewhat incomplete.	Student rarely submits assignments that lack neatness, accuracy, organization, and thoroughness. The work submitted is generally complete.	Student always submits assignments that are neat, accurate, organized, and thorough. The work submitted is always complete.
<b>15. Professional Appearance:</b> Displays professional appearance that does not interfere with professional relationships/responsibilities.	Student's professional attire and presentation is consistently inappropriate for professional and classroom settings.	Student's professional attire and presentation is frequently inappropriate for professional and classroom settings.	Student's appearance is routinely appropriate for classroom and professional settings.	Student's appearance is consistently appropriate for classroom and professional settings.

(Adapted from the University of Vermont Department of Social Work, created 6/17/10)

Professor's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Student's signature: \_\_\_\_\_

Date: \_\_\_\_\_



*TAMUCT Bachelor of Social Work Program*

**ACKNOWLEDGEMENT AND AGREEMENT FOR ACADEMIC INTEGRITY IN**  
*Social Work and Mental Health*

All written assignments are expected to be the original work of the student. While paraphrasing and some direct quotations are permitted, it is expected this will be done within the context of your own analysis and synthesis of the information read. Paraphrasing is a skill of reading information and, using your own thoughts, summarizing the information in a way that supports the topic discussed. While the paraphrase involves your own thoughts, it originates from a source and that source is cited. Quoting is a matter of taking words, verbatim, from another source and restating them without, or with minimal, manipulation. Quotations are placed in quotation marks (""") or placed in a block format within the text. Quoting does not involve analysis and synthesizing and, therefore, does not require critical thinking except when used appropriately to support (not substitute) an idea. Because of this, students are discouraged from using significant quotations as this limits your learning experience. Students found to excessively quote will be penalized. Students using words as their own without appropriately citing will be penalized – including failing the assigned project and up to failing the course. Students found to have plagiarized (using words as your own without giving **proper credit**, whether paraphrasing or directly quoting) will also be referred to the Student Affairs. Therefore, it is **VERY** important that students take academic integrity in writing very seriously. If you are in doubt, it is always best to cite your source and/or speak with your professor for more guidance. The Writing Center, Library, and Owl Purdue are also resources that can help you. *You are required to acknowledge receipt and understanding regarding the policy for academic integrity in this course by signing and submitting the acknowledgement statement no later than the second (2<sup>nd</sup>) week of class. Failure to do so will result in consultation with the professor, program faculty and/or Student Affairs and could limit your successful continuation in this course.*

My printed name and signature below confirms that I acknowledge the above mentioned Academic Integrity guidelines for this course. I willingly agree to participate in the class and abide by ALL academic integrity parameters for this course (including ALL university and class policies). I further understand that failure to do so can result in academic penalties including and leading up to failure of the course and referral to Student Affairs.

Student Printed Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Witness: \_\_\_\_\_