

**TEXAS A&M UNIVERSITY – CENTRAL TEXAS SOCIAL WORK DEPARTMENT**

SOWK 4301 110: SOCIAL WORK AND MENTAL HEALTH

TUESDAYS AND THURSDAYS, 5:00 TO 7:30 PM, TAUGHT AT SYNCHRONOUS ONLINE

**Semester:** Summer 2021  
**Instructor's Name:** Claudia Rappaport, PhD, ACSW, MSSW  
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## **I. 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:* There are no prerequisites to this course other than Introduction to Social Work (SWKK 308).

## **II. Nature of Course**

This course will cover basic skills of working with individuals who require social work interventions because of a mental health diagnosis. Students will become familiar with mental health diagnoses as they exist in the DSM-5, issues regarding clients who are prescribed psychotropic medications to treat those diagnoses, and roles of social workers in providing services to those clients and their families.

This course has infused curriculum that prepares students with the necessary casework skills required by 45CFR 1356.60 Title IV-E Training Program.

This supports students' learning the model of **Generalist Social Work Practice:** Work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem-solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of clients and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs. Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well-being of individuals, families, groups, communities and organizations and furthering the goals of social justice. (From the website of the Association of Baccalaureate Social Work Program Directors, Inc.)

*Teaching Method:* The primary teaching approaches in this course will be collaborative and active learning. Material in the course will be presented through interactive class discussions on readings, analysis of case scenarios, and videotapes. **ALL ASSIGNMENTS WILL BE SUBMITTED VIA THE CANVAS ONLINE SYSTEM.**

*Grading:* As much as possible, Dr. Rappaport tries to have assignments graded by the class after they were due. For longer assignments it may be the second class after they were due. Twice during the semester Dr. Rappaport will complete grade sheets to show each student where their course grade stands at that time. You

can also check the GradeBook in Canvas, but remember that the grade there does not reflect your actual grade in the course because it does not include the grades for class attendance and class participation.

Note: Handouts for the course will be available via the Canvas Online Learning system. Please ensure that you have access to it. For concerns, please contact the Help Desk Central, 24 hours a day, by using the Canvas Help link located at the bottom of the left-hand menu. Select Chat with Canvas Support, submit a support request through “Report a Problem,” or call the Canvas support line at 1-844-757-0953.

### **III. Program Mission**

The mission of the Texas A&M University-Central Texas Bachelor of Social Work Department (TAMUCT BSW Department) is to provide a high quality, rigorous, and innovative learning experience that helps students develop the knowledge, professional behaviors, and values that are essential in a generalist social work practitioner. The Department aims to achieve its mission by

- responding to the needs of the local community, including the military and non-traditional students,
- providing a student-centered education that fosters personal and professional responsibility,
- providing compassionate mentorship that models the core values of the social work profession, and
- fostering commitment to the profession's core values of Service, Social Justice, Dignity and Worth of the Person, Importance of Human Relationships, Integrity and Competence, as well as a commitment to human rights and evidence-based practice

*The TAMUCT Social Work Department has full accreditation through the Council on Social Work Education (CSWE), effective February 2017.*

### **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 10 core competencies upon graduation:

1. Identify as a professional social worker and conduct oneself accordingly (2.1.1a-f).
2. Apply social work ethical principles to guide professional practice (2.1.2a-d).
3. Apply critical thinking to inform and communicate professional judgments (2.1.3a-c).
4. Engage diversity and difference in practice (2.1.4a-d).
5. Advance human rights and social and economic justice (2.1.5a-c).
6. Engage in research-informed practice and practice-informed research (2.1.6a-b).
7. Apply knowledge of human behavior and the social environment (2.1.7a-b).
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services (2.1.8a-b).

9. Respond to contexts that shape practice (2.1.9a-b).
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities (2.1.10a-d).

Each core competency has specific, measurable practice behaviors that help students and their professors determine if the competency has been achieved. There are 41 total practice behaviors. The complete list of practice behaviors can be found at the end of this syllabus or by reviewing the student handbook.

#### **IV. COURSE OBJECTIVES AND RELATED 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:

- 2.1.1a: Advocate for client access to the services of social workers
- 2.1.1c: Attend to professional roles and boundaries
- 2.1.2a: Recognize and manage personal values in ways that allow professional values to guide practice
- 2.1.2b: Make ethical decisions by applying standards of the NASW Code of Ethics
- 2.1.2c: Tolerate ambiguity in resolving ethical conflicts
- 2.1.2d: Apply strategies of ethical reasoning to arrive at principled decisions
- 2.1.3a: Analyze models of assessment, prevention, intervention, and evaluation
- 2.1.3b: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and societies
- 2.1.4b: Gain sufficient awareness to eliminate the influence of personal biases and values in working with diverse groups
- 2.1.4c: Recognize and communicate their understanding of the importance of difference in shaping life experiences
- 2.1.5a: Understand the forms and mechanisms of oppression and discrimination
- 2.1.5b: Advocate for human rights and social and economic justice
- 2.1.5c: Engage in practices that advance social and economic justice
- 2.1.7a: Utilize conceptual frameworks to guide processes of assessment, intervention, and evaluation.
- 2.1.7b: Critique and apply knowledge to understand person and environment.
- 2.1.10a-c: Engage, assess, intervene and evaluate individual, families, groups, organizations, and communities by preparing for action, collecting and organizing data, assessing strengths and limitations, developing mutually agreed upon goals and objectives, and selecting appropriate intervention strategies.

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

1. The student will master strategies for engaging in appropriate and professional helping relationships with persons who have been diagnosed with a variety of mental health disorders. They will understand various approaches that can result in engagement with complex clients. They will recognize the differences in professional roles between social workers and other members of mental health interdisciplinary teams.

2. The student will become familiar with major concepts and theories related to mental health disorders, including how to utilize the DSM-5 framework for establishing diagnoses of people who have such disorders.
3. The student will recognize issues related to utilization of psychotropic medications to treat mental health disorders and will understand the types of side effects that can occur with such medications. The student will master strategies for helping clients deal with issues of compliance and non-compliance in taking their prescribed medications and will develop insight into what causes individuals to choose not to take such medications.
4. The student will recognize issues of stigma, prejudice, oppression, and discrimination that are experienced by people who have been diagnosed with mental health disorders. The student will develop strategies for how to advocate for social and economic justice for such individuals and how to facilitate the delivery of appropriate mental health services to this population.
5. The student will master the ability to apply the NASW Code of Ethics in their work with clients who have been diagnosed with mental health disorders. This includes the ability to manage their own personal values and beliefs in order to maintain ethical and professional decision-making when dealing with ethical dilemmas that arise with their clients.
6. The student will master the ability to write a professional social work record on a client who has a mental health diagnosis, including assessing the client's life story, pinpointing the client's strengths and challenges, developing an intervention plan with the client, and writing appropriate progress notes regarding their work with the client.
7. The student will recognize the importance of understanding human differences and human behavior and social environments when carrying out professional services with clients who have mental health disorders.

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. Master strategies for engaging in appropriate and professional helping relationships with persons diagnosed with mental health disorders. Understand approaches that can result in engagement with complex clients. Recognize differences in professional roles between social workers and other members of mental health interdisciplinary teams.	2.1.7a 2.1.10a 2.1.10b 2.1.10c 2.1.3a 2.1.1c	<ul style="list-style-type: none"> <li>• Concept mastery quizzes</li> <li>• Mid-term and final exams</li> <li>• Case scenario/movie assignments</li> <li>• Client story and record</li> <li>• Class discussions</li> </ul>
2. Become familiar with major concepts and theories related to mental health disorders, including how to utilize DSM-5 for establishing diagnoses	2.1.3a 2.1.7a	<ul style="list-style-type: none"> <li>• Concept mastery quizzes</li> <li>• Mid-term and final exams</li> <li>• Case scenario/movie assignments</li> <li>• Client story and record</li> </ul>

		<ul style="list-style-type: none"> <li>• Class discussions</li> </ul>
3. Recognize issues related to utilization of psychotropic medications to treat mental health disorders and side effects that can occur. Master strategies for helping clients deal with issues of and non- to their prescribed medications. Develop insight into what causes individuals to choose not to take such medications.	2.1.1a 2.1.2a 2.1.2b 2.1.2c 2.1.2d 2.1.4d 2.1.4c 2.1.5c 2.1.7a 2.1.7b	<ul style="list-style-type: none"> <li>• Concept mastery quizzes</li> <li>• Mid-term and final exams</li> <li>• Case scenario/movie assignments</li> <li>• Client story and record</li> <li>• Class discussions</li> </ul>
4. Recognize issues of stigma, prejudice, oppression, and discrimination that are experienced by people who have been diagnosed with mental health disorders. Develop strategies for how to advocate for social and economic justice for such individuals and how to facilitate delivery of appropriate mental health services to this population.	2.1.1a 2.1.2a 2.1.2b 2.1.4b 2.1.4c 2.1.5a 2.1.5b 2.1.5c	<ul style="list-style-type: none"> <li>• Concept mastery quizzes</li> <li>• Mid-term and final exams</li> <li>• Case scenario/movie assignments</li> <li>• Client story and record</li> <li>• Class discussions</li> </ul>
5. Master the ability to apply the NASW Code of Ethics in work with clients diagnosed with mental health disorders. Master ability to manage their own personal values and beliefs in order to maintain ethical and professional decision-making when dealing with ethical dilemmas that arise with clients.	2.1.2a 2.1.2b 2.1.2c 2.1.2d 2.1.4b	<ul style="list-style-type: none"> <li>• Concept mastery quizzes</li> <li>• Mid-term and final exams</li> <li>• Case scenario/movie assignments</li> <li>• Client story and record</li> <li>• Class discussions</li> </ul>
6. Master the ability to write a professional social work record on a client who has a mental health diagnosis, including assessing client's life story, pinpointing client's strengths and challenges, developing intervention plan, and writing appropriate progress notes regarding work with the client.	2.1.3a 2.1.3b 2.1.7a 2.1.10a 2.1.10b 2.1.10c	<ul style="list-style-type: none"> <li>• Concept mastery quizzes</li> <li>• Mid-term and final exams</li> <li>• Case scenario/movie assignments</li> <li>• Client story and record</li> <li>• Class discussions</li> </ul>
7. Recognize importance of understanding human differences and human behavior and social environments when carrying out professional services with clients who have mental health disorders.	2.1.4c 2.1.7b	<ul style="list-style-type: none"> <li>• Concept mastery quizzes</li> <li>• Mid-term and final exams</li> <li>• Case scenario/movie assignments</li> <li>• Client story and record</li> <li>• Class discussions</li> </ul>

## V. Course Requirements

### A. Required Texts: There are 4 required books for this course, as follows:

- a. 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.
- b. 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.
- c. Pruchno, Rachel (2014). *Surrounded by Madness: A Memoir of Mental Illness and Family Secrets*. Indianapolis: Dog Ear Publishing.
- d. Schiller, Lori; and Amanda Bennett (1996). *The Quiet Room: A Journey Out of the Torment of Madness*. New York: Grand Central Publishing. ISBN 978-044667-1330.

There are also required reading assignments available through handouts in the Canvas system.

B. *Final Grades*

A total of 10,000 points can be earned from the course assignments, as follows:

Course Assignment	Percentage of final grade	Total possible points
Concept Mastery Quizzes and Case Scenarios	25%	2,500
Class Presentation	5%	500
Client Story and Record:		
• Draft of client demographics and story	3%	300
• Draft adding strengths, challenges, priorities, and service goals	3%	300
• Draft adding first two contact/visit notes	6%	600
• Draft adding next two contact/visit notes	8%	800
• Final, complete client paper	10%	1,000
Mid-term Exam	15%	1,500
Final Exam	15%	1,500
Class attendance	5%	500
Class Participation	5%	500
Totals	100%	10,000 (Total points divided by 100 equals final grade)

Points and Corresponding Grades for individual assignments are based on the following:

A+: 100 points	A: 95 points	A-: 90 points
B+: 88 points	B: 85 points	B-: 80 points
C+: 78 points	C: 75 points	C-: 70 points
D+: 68 points	D: 65 points	D-: 60 points
F: 59 points or less		

**Example:** A paper worth 15% of the grade, on which a student earned a B+, would give that student 1,320 points toward the final grade (88 x 15 = 1,320 points).

Final Class Grades are based on the following:

A: 90 to 100 (9,000 to 10,000 points)	B: 89 to 80 (8,900 to 8,000 points)
C: 79 to 70 (7,900 to 7,000 points)	D: 69 to 60 (6,900 to 6,000 points)
F: 59 or less (5,900 points or less)	

C. *Course Assignments*

The following activities will be completed during the semester:

1. *Student's Class Presentation (5% of final grade)*

On the first day of class, students will be assigned a particular DSM diagnosis they will be responsible for in creating their client story and record. Each class session a portion of the DSM-5 will be discussed in class by Dr. Rappaport and the class, and whichever student was assigned one of those diagnoses will then present their client scenario they have created to illustrate their assigned DSM-5 diagnosis. In addition to creating a client scenario that the student makes sure fits the diagnostic criteria for that disorder within the DSM-5, the student will also present at least five (5) services they plan to provide in their paper for their imaginary client as that person's case manager. The student will then answer questions that are presented by Dr. Rappaport and by members of the class. **STUDENTS ARE NOT TO READ TO THE CLASS; THEY SHOULD BE FAMILIAR ENOUGH WITH THE CLIENT THEY HAVE CREATED TO BE ABLE TO DESCRIBE AND DISCUSS IT WITH THE CLASS WITHOUT READING.** They are only allowed one 3x5 index card

for notes to use during their presentation. The more realistic the student makes the client situation, the better their grade will be. Be imaginative and develop a scenario that the class will find interesting and that will help them picture what a client with that disorder might actually be like. The services you describe should also be realistic considering the disorder the client has. Your grade will be based on both the scenario you create, the services you describe, the quality of the presentation you made to the class, and your ability to correctly answer questions that were asked following your presentation. **STUDENTS MUST BE PRESENT ON THE DAY THEIR DIAGNOSIS IS DISCUSSED; IF THEY MISS CLASS ON THE DAY THEY WERE ASSIGNED TO PRESENT, THEY WILL NOT HAVE AN OPPORTUNITY TO MAKE UP THIS ASSIGNMENT AND WILL RECEIVE A ZERO.**

2. *Student's Client Story and Record (30% of final grade).*

By the end of the course, each student will turn in a Client Story and Case Record illustrating the imagined work they did with the fictional client they have also presented in class. The record will include a comprehensive narrative presenting the client's story, a list of service goals the student created for their work with that client, and "progress notes" documenting a minimum of 6 visits with their client. The initial scenario you presented in class can be used as a beginning point for your paper, but it is anticipated that your paper will go into more detail than you provided in your class presentation. The following outlines need to be followed in creating the story, service goals, and visit notes for the client record.

**Client Story:**

1. Intake note indicating the name of your agency, who referred the client to you (or was it a self-referral), and what the original reason was for the referral.
2. Basic demographics of the client (name, age, address, household members, type of medical/insurance coverage, whether client is employed and (if so) place of employment, grade completed in school (or grade in school if still enrolled), address and type of housing (apartment, house, etc.)).
3. Current diagnoses of the client (**both mental health and at least one medical diagnosis**) and history of those conditions to the present time. Prescribed medications (**the client has to be prescribed at least one psychotropic medication**), is the client currently taking their medication (**lack of adherence must be one of the issues you end up working with the client on**), and from whom is the client receiving treatment other than from you.
4. A summary of the current status of the client with regard to developmental history, cognitive functioning, emotional/psychological functioning, behavioral issues, nutritional issues, vocational issues, legal issues, substance use or abuse, family issues (spouse or partner, parents, siblings, other family members), whether any family members also have mental health or medical disorders, types of social or community support other than family, any significant cultural or religious factors.
5. A list of the client's and family's major strengths, challenges, and what particular services the client/family are requesting from you.

**Client and Family Service Goals:** List service goals that could be used by a case manager to address any challenges that exist in the client's/family's story, or used to further strengthen positive aspects that already exist in their story. Remember that service goals should be concrete and clearly stated (the exact kind of assistance to be provided), 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 Six Case Notes:** The student will write at least 6 case notes summarizing case management contacts they had with the client. 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 were the outcomes of the referrals? (Be sure to follow up on every referral made.)
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 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. There should also be a focus on collaborating with the client's mental health and medical care providers.
7. 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.
8. At least some of your progress notes must address the client's unwillingness to take (or continue taking) psychotropic medications, showing appropriate methods of handling this issue based on what we have studied.

See also the grading rubric at the end of this syllabus. Periodically the student will turn in to the professor the work they have done on the client story thus far to receive feedback that will enable them to make revisions to what has been written before the final paper is turned in for grading. **Papers must be typed and double-spaced. Papers that are single spaced will NOT be graded (i.e., they will receive a grade of 0).** Because corrections will be made by the professor to the record entries as they are turned in throughout the semester, I expect the final, graded client records to be professional in appearance and largely error-free. 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 with them. 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:

0-3 errors = A+	4-6 errors = A
7-9 errors = A-	10-12 errors = B+
13-15 errors = B	16-18 errors = B-
19-21 errors = C+	22-24 errors = C
25-27 errors = C-	28-30 errors = D+
31-33 errors = D	34-36 errors = D-
37 errors or more = F	

### 3. *Concept Mastery Quizzes and Case Scenarios (25% of final grade)*

Many of the class periods will include a quiz and/or client scenario to help students solidify their understanding of the concepts presented in the course material and learn how to apply them. The focus of the case scenarios will be on 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 videos we watch in class that illustrate experiences of people who have mental health disorders. Each scenario will have particular questions the student needs to respond to in writing. The purpose of the scenarios is to help students consider social work applications of the aspects of mental health that are being studied. The grade will be based on how comprehensive the student's answer is, so responses should be as thorough and thoughtful as possible.

**Students are not allowed to use ANY outside sources or the Internet while writing their answers. The ONLY sources that can be referred to are the course's assigned readings and the videotapes shown in class, and students are NOT simply to copy the class readings in their answer. Your focus should be on APPLYING what you read while responding to a client's situation. If it is apparent to the professor that outside sources were used, the student's grade on the assignment will be a zero. QUIZ QUESTIONS AND CASE SCENARIOS MUST BE TYPED AND DOUBLE-SPACED.**

The quizzes/case scenarios will typically be sent out via Canvas the day of the class, and they are due by midnight on the day of the next regularly scheduled class period.

At the end of the course, the student's average numerical grade on all quizzes and case scenarios (including any zeros) will represent 25% of their final grade. Each student will have one quiz grade (the lowest one) dropped by the professor; if you only missed a single quiz during the semester, that zero will not impact your average quiz grade.

**Note: 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.**

4. *Mid-Term and Final Exams (30% of final grade total, 15% each)*

There will be two tests given in this course, a mid-term and a final exam. See the Course Schedule in this syllabus for exam due dates. They are both take-home exams. These exams will not be the type of exams students may be used to (such as multiple choice, true-false, matching, and short essay questions). That type of exam merely expects students to repeat back facts and definitions, and the concept mastery quizzes for this class will be verifying your ability to answer those kinds of questions. Instead, the mid-term or 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. **Exams must be typed and double-spaced.**

5. *Class Attendance (5% of final grade)*

Students are expected to be present for every scheduled class session. If you are unable to avoid missing a class, you must **email** the professor **within one week of the class period** to explain the absence if you want it to be considered an excused absence. Every unexcused (or unexplained) absence will affect this portion of your grade. For example, an illness, doctor appointment, or funeral of a family member is an excused absence; the professor also allows one day's absence if a deployed significant other returns home. You need to email about **every** absence from class; for example, if you were sick both days of the week, one email for the first day will not suffice as the professor will not assume that you were still sick on the second day. The professor will review other types of absences to determine how unavoidable they were; not being able to leave work is NOT an excused absence. **If your work schedule or your health will not permit you to attend this class on a predictable basis, you should not try to take the class. NOTE: if you do not email the professor within one week of the absence to get it excused, this will NOT be changed later to an excused absence.**

**Students must be present when class begins and are expected to remain until class is dismissed. I EXPECT STUDENTS TO HAVE THEIR CAMERA ON THROUGHOUT THE CLASS SESSION SO I CAN SEE THAT EACH OF YOU IS PRESENT AND IS ENGAGED IN THE CLASS DISCUSSION OR ACTIVITIES. IF YOU DO NOT HAVE YOUR CAMERA ON, YOU WILL BE CONSIDERED ABSENT FROM CLASS.**

The following shows the degree to which unexcused absences will impact your attendance grade. Since this is a summer course, each absence counts more heavily than during a long semester.

<i>Number of Unexcused Absences</i>	<i>Attendance Grade</i>
1	B
2	C
3	D
4 or more	F
Coming to class late twice counts as one absence	

6. *Class Participation (5% of grade)*

Dr. Rappaport has an interactive teaching style and expects every student to be an active participant in class. An old Chinese proverb says, "Tell me and I will forget—Show me and I may remember—But involve me and I will understand." You will learn more from this class if you talk and participate. Ask questions, remembering that there is no such thing as a stupid question. Share your reactions to what is being discussed. Reflect on implications of what we are studying. If you are a student who has never before chosen to talk in classes, this will be a good opportunity for you to start developing a new life skill that will serve you well in the profession of social work. (Students are encouraged not to divulge any personal information they will not be comfortable having their fellow students know about them.) Being an active participant increases understanding of the material for your fellow students as well.

Your class participation grade will be determined by whether you talked during class discussions **and by whether your contributions added to the quality of the class sessions**. Dr. Rappaport also reserves the right to call on students in class if they are not participating regularly in the discussions. Each day a student will earn between 0 and 3 participation points; the points will be totaled at the end of the semester, and grades will be determined based on the student's total number of points compared to the points of all the other students in the class. Participation is defined as vocally talking during the class; typing "chat" comments while other people are talking does not count as participation.

## VI. CODE OF CONDUCT FOR CLASSROOMS

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

1. Students are encouraged to enter class within ten (10) minutes of it beginning. However, understanding that there can be technology problems with signing into the class, do the best you can to be "on time."
2. After 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, meet with students and other professors, use the restroom, etc.) before class begins and that they WILL NOT leave class after it has begun.
3. Students are expected to pay close attention to each class in its entirety, including to any videotapes being shown, and to use their integrity and respectfulness in how they behave during class.
3. Students are expected to display professional decorum at all times. This includes, but is not limited to, respecting classmates and the instructor. Talking during class discussions 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 in front of your camera if there is something you want to share or you want to answer a question. It is also expected that students will display patience in raising a hand and recognize that the professor may be trying to call on other students who have not yet participated. Please mute your camera temporarily if some kind of noise occurs in the background that would be disruptive.
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 directly related to the topic can distract class learning and limit knowledge-sharing by the professor and other students. The professor reserves the right to redirect/limit such conversations in class as needed.
5. Students are NOT permitted to work collaboratively (together) on *any* assignment in this class. All work turned in must be the student's own product. This includes 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.

6. All assignments must be turned in at the beginning of class on the day they are due. *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 professor, and sends a message that such behavior is professionally “okay,” which it is not.
7. All papers submitted for grading MUST adhere to APA 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 textbook, etc.). Further, all typed papers submitted in class MUST be stapled. **IF A PAPER IS NOT WRITTEN IN APA FORMAT, DR. RAPPAPORT RESERVES THE RIGHT TO RETURN IT TO THE STUDENT WITH A GRADE OF ZERO. USING APA IS NOT OPTIONAL! IF YOU DO NOT KNOW HOW TO USE APA, READ THROUGH THE INSTRUCTIONS LATER IN THIS SYLLABUS OR CONTACT THE WRITING CENTER AND ASK FOR SOME TUTORING ON HOW TO USE IT.**
8. TAMUCT expects all students to maintain high standards of personal and scholarly conduct and to avoid any form of academic dishonesty. Academic dishonesty includes, but is not limited to, plagiarism (intentional or unintentional), copying another person's work (**INCLUDING THE TEXTBOOK OR OTHER COURSE MATERIALS**), turning in someone else's work as your own, downloading material from the internet and inserting it into a paper as if it were 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.** More information on university policies can be found at [tamuct.edu/studentconduct](http://tamuct.edu/studentconduct).
9. 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). This includes avoidance of the use of language that degrades women; people of color; people who are gay, lesbian, bisexual, or transgender; and other diverse and at-risk populations. All students are expected to display the utmost respect for all people, regardless of differences.
10. *An assessment of each student's behavior as it relates to class policies and overall decorum required by the TAMUCT Social Work Department and the university is provided via the “Rubric for Assessing Professional Behaviors” that is given to students at the New Social Work Student Orientation. All social work majors receive a RAPB when they apply to the social work major and again when they apply for a field placement. 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 admitted to the social work major or*

*assigned to a field placement and/or can result in removal from a field placement. These behaviors, which align with the National Association of Social Workers (NASW) core values and ethics, the TAMUCT Code of Conduct, and the Social Work Department 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.*

## **VII. University Policies**

### **1. Warrior Shield:**

Warrior Shield is an emergency notification service that gives TAMUCT the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in it through their myCT email account. Connect at [portal.publicsafetycloud.net/Account/Login](http://portal.publicsafetycloud.net/Account/Login) to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

### **2. Technology Requirements:**

This course will use the TAMUCT Instructure Canvas learning management system to deliver handouts as supplemental reading assignments and all written assignments. We strongly recommend using the latest versions of Chrome or Firefox browsers, not Internet Explorer.

### **3. Drop Policy**

If you discover that you need to drop this class, you must contact the Records Office and ask for the necessary paperwork. Professors cannot drop students; this is always the responsibility of the student. The records office will give a deadline for when the form must be completed, signed, and returned. After you return the signed form to the records office and wait 24 hours, you must go into Warrior Web and confirm that you are no longer enrolled. If you are still enrolled, FOLLOW-UP with the records office immediately. You are to attend class until the procedure is complete to avoid penalties for absences. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course if you stopped attending and doing the assignments.

### **4. Academic Integrity**

Texas A&M University - Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. TAMUCT 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 professor before taking a course of action.

### **5. For Pregnant and/or Parenting Students:**

TAMUCT supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from the US Department of Education's Office of Civil Rights, the Dean of Student Affairs office can assist students in seeking appropriate accommodations. Students should seek assistance as early in the semester as possible. Visit Student Affairs ([tamuct.edu/student-](http://tamuct.edu/student-)

affairs/index.html) or contact the Title IX Coordinator. Title IX prohibits discrimination on the basis of sex and gender, including pregnancy, parenting, and all related conditions. Contact the Associate Dean in Student Affairs at 254-501-5908.

## 6. 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 an education that is barrier-free. The Dept. 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 webpage: <http://www.tamuct.edu/student-affairs/access-inclusion>.

## 7. Library Services

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 72,000 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 TAMUCT 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 can take place on Skype or in person at the library. Assistance can 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. The library facility on 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 offers workshops, tours, readings, and other events. For more information, visit the webpage: <http://tamuct.libguides.com/>

## 8. Tutoring Services

Tutoring is available to all TAMUCT student, both on-campus and online. On-campus subjects tutored 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 any other question, contact Academic Support Programs at 254-519-5836, visit Student Success in 212F Warrior Hall, or email [studentsuccess@tamuct.edu](mailto:studentsuccess@tamuct.edu). Chat live with a tutor 24/7 for almost any subject on your computer through tutor.com, an online tutoring platform that enables TAMUCT students to log in and receive FREE online tutoring. This tool provides tutoring in over 40 subject areas, **but it no longer offers writing support as of 8/1/19**. To access tutor.com, go to the “My Courses” tab in Blackboard.

## 9. University Writing Center

Located in 416 Warrior Hall, the University Writing Center is a free workspace open to all TAMUCT students from 10 AM to 5 PM Monday thru Thursday. Students can 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). 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, 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 can 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 the relevant style guides (such

as APA). Whether you need help brainstorming ideas, organizing an essay, proof-reading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is available for help. If you have any questions about it, contact Dr. Bruce Bowles, Jr., at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

#### **10. Sexual Violence**

Sexual violence is a serious safety, social justice, and public health issue. TAMUCT 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 or 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). It is incumbent on all of us to find ways to create environments that tell predators that we do not agree with their behaviors and to tell survivors that we will support them. Your actions matter; do not be a bystander. Be an agent of change. For additional information visit the Title IX webpage at [www.tamuct.edu/departments/compliance/titleix.php](http://www.tamuct.edu/departments/compliance/titleix.php).

#### **11. Behavioral Intervention:**

TAMUCT cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, those who are exhibiting concerning behaviors, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. Complete the referral online ([cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\\_id=2](http://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2)). Anonymous referrals are accepted. Please see the BIT website ([tamuct.edu/student-affairs/bit.html](http://tamuct.edu/student-affairs/bit.html)). If a person's behavior poses an imminent threat to you or another, contact 911 or TAMUCT police at 254-501-5800.

#### **12. Copyright Notice**

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and against TAMUCT's Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

### **VIII. The professor teaching this class**

Dr. Rappaport has a life-long interest in (really, fascination with) issues related to human functioning, including mental health issues, owing to the fact that her social work career was focused on medical social work (working with children, adolescents, and their parents who had a wide variety of medical and mental health disorders, chronic conditions, and disabilities). She also has some experience with mental health disorders within her own family. In her 25 years of practice as a social worker before coming to Killeen to teach social work in August 2000, Dr. Rappaport has seen direct evidence of how important it is for all social workers to have at least a basic understanding of human functioning, mental health disorders, and other chronic conditions and disabilities that are commonly experienced by people who turn to social workers for assistance with their ability to continue functioning and maintaining quality of life.

Dr. Rappaport takes teaching very seriously. She wants students to enjoy this class and to feel like they learned a great deal from it. She is committed to coming to class prepared, to openly and willingly sharing her professional knowledge and experiences with students, and to encouraging everyone to participate actively in the discussions. In return, she expects students to come to class prepared, having read the day's assignment ahead of time and being ready to ask any questions they might have about things they did not understand in the reading. Students are also expected to have different opinions about the material discussed, and she encourages students to disagree respectfully and to explore how their opinions have developed over time. She responds to emails as soon as possible, and she tries to get all written assignments graded and returned to students within the following 1-2 class periods. At least twice during the semester she will also give students a grade sheet, letting them know what their grade currently is in the course.



Date	Description of Day's Reading Assignments, Topics Covered, and Assignments Due
Thursday 6/17/21	<p>Bentley &amp; Walsh, pp. 51-85</p> <ul style="list-style-type: none"> <li>• Basic Psychopharmacology</li> <li>• Central nervous system, nerve cells, neurotransmitters</li> <li>• How drug moves through body, effects on body</li> <li>• 5 classes of psychotropic medications</li> <li>• Pharmacogenomics</li> <li>• Adverse effects of medications</li> </ul> <p>DSM-5: Delusional disorder, pp. 90-93  Brief Psychotic disorder, pp. 94-96  Schizophreniform disorder, pp. 96-99  Schizophrenia, pp. 99-105  Schizoaffective disorder, pp. 105-110</p> <p>Handout: "Common Interventions for Schizophrenia"</p> <p>Movie: "Inside Out: Going to Extremes" (depression, bipolar, schizophrenia) (0:53) (Films on Demand)</p> <p><b>TURN IN DRAFT OF CLIENT DEMOGRAPHICS AND STORY</b></p> <p><b>RECEIVE ASSIGNMENT ON "SURROUNDED BY MADNESS," DUE IN ONE WEEK</b></p> <p><b>CMQ #3 given</b></p>
Tuesday 6/22/21	<p>Bentley &amp; Walsh, pp. 86-144</p> <ul style="list-style-type: none"> <li>• The 5 classes of medication: Anti-psychotics – Antidepressants – Mood Stabilizers – Anti-Anxiety Medications – Psychostimulants</li> </ul> <p>DSM-5: Bipolar I Disorder, pp. 123-132  Bipolar II Disorder, pp. 132-139  Cyclothymic Disorder, pp. 139-141</p> <p>Handout: "Common Interventions for Bipolar Disorder"</p> <p>Movie: "Diagnosis Bipolar: 5 Families in Search for Answers" (0:48) (Films on Demand)  "Bipolar: Life Between Two Extremes" (0:43) (Films on Demand)</p>

Date	Description of Day's Reading Assignments, Topics Covered, and Assignments Due
Thursday 6/24/21	<p>Bentley &amp; Walsh, pp. 145-168</p> <ul style="list-style-type: none"> <li>• Intervention concerns with specific populations</li> <li>• Gender, pregnancy, sexual adverse effects, older adults, children and adolescents, cultures, dual diagnoses</li> </ul> <p>DSM-5: Disruptive mood dysregulation disorder, pp. 156-160  Major depressive disorder, pp. 160-168  Persistent depressive disorder (dysthymia), pp. 168-171  Premenstrual Dysphoric disorder, pp. 171-175</p> <p>Handout: "Common Interventions for Depressive Disorders"  Handout: "Common Interventions for Youth with Disruptive Behavior Disorders"</p> <p>Movie: "Depression: Out of the Shadows" (1:30)</p> <p><b>ASSIGNMENT ON "SURROUNDED BY MADNESS" DUE</b></p> <p><b>CMQ #4 given</b></p>
Tuesday 6/29/21	<p>DSM-5: Separation Anxiety disorder, pp. 190-195  Specific phobias, pp. 197-202  Social anxiety disorder (social phobia), pp. 202-208  Agoraphobia, pp. 217-221</p> <p>Handout: "Common Interventions for Phobias"</p> <p>Movie: "Specific and Social Phobias: Anxiety Disorders – Symptoms, Diagnosis and Treatment" (0:21) (Films on Demand)  "Anxiety Disorders" (0:22) (Films on Demand)  "Anxiety Disorders: Psychotropic Medications" (0:16) (Films on Demand)</p> <p>CMQ #5 given</p>
Thursday 7/1/21	<p>Bentley and Walsh, pp. 169-194</p> <ul style="list-style-type: none"> <li>• Referrals, decision-making and meaning of psychiatric medication</li> </ul> <p>DSM-5: Panic Disorder, pp. 208-214  Panic attacks, pp. 214-217  Generalized Anxiety disorder, pp. 222-226</p> <p>Handout: "Common Interventions for Anxiety Disorders"  Handout: "Common Interventions in Panic Disorder"</p> <p>Movie: "Panic Disorder and Agoraphobia: When Fear Takes Control" (0:52) (Films on Demand)  "Generalized Anxiety Disorder: Anxiety Symptoms, Diagnosis and Treatment" (0:19) (Films on Demand)</p>

Date	Description of Day's Reading Assignments, Topics Covered, and Assignments Due
Tuesday 7/6/21	<p>DSM-5: Obsessive-compulsive disorder, pp. 237-242  Body Dysmorphic disorder, pp. 242-247  Hoarding disorder, pp. 247-251</p> <p>Handout: "Common Interventions for Obsessive-Compulsive Disorder"  Handout: "Common Interventions for Body Dysmorphic Disorder"</p> <p>Movie: "Obsessive-Compulsive Disorder: The Tyranny of Rituals" (0:54) (Films on Demand)  "Children with Obsessive-Compulsive Disorder" (0:14) (Films on Demand)</p> <p><b>TURN IN DRAFT OF CLIENT DEMOGRAPHICS, CLIENT STORY, STRENGTHS/  CHALLENGES/CLIENT &amp; FAMILY PRIORITIES, AND INITIAL SERVICE PLAN GOALS</b></p> <p><b>CMQ #6 given</b></p>
Thursday 7/8/21	<p>Bentley &amp; Walsh, pp. 195-214</p> <ul style="list-style-type: none"> <li>• Medication Education for clients and families</li> </ul> <p>DSM-5: Reactive attachment disorder, pp. 265-268  Disinhibited social engagement disorder, pp. 268-270  Post-traumatic stress disorder, pp. 271-280</p> <p>Handout: "Common Treatments for Reactive Attachment Disorder"  Handout: "Common Treatments for Post-Traumatic Stress Disorder"</p> <p>Movie: "Beer is Cheaper than Therapy: Fort Hood's PTSD Problem" (0:56) (Films on Demand)</p> <p>CMQ #7 given</p>
Tuesday 7/13/21	<p>Bentley &amp; Walsh, pp. 215-240</p> <ul style="list-style-type: none"> <li>• Medication monitoring and management</li> </ul> <p>Bentley &amp; Walsh, pp. 241-260</p> <ul style="list-style-type: none"> <li>• Medication</li> </ul> <p>DSM-5: Dissociative Identity disorder, pp. 292-298  Dissociative amnesia, pp. 298-302  Depersonalization/derealization disorder, pp. 302-306  Somatic symptom disorder, pp. 311-315  Illness anxiety disorder, pp. 315-318  Conversion disorder, pp. 318-321  Factitious disorder, pp. 324-326</p> <p>Handout: "Common Interventions for Somatic Symptom Disorder and Factitious Disorders"  Handout: "Common Interventions for Dissociative Disorders"</p> <p>Movie: "When the Devil Knocks: Dissociative Identity Disorder" (Hilary Stanton) (0:43) (Films on Demand)</p> <p><b>RECEIVE TAKE-HOME MID-TERM EXAM and ASSIGNMENT ON "THE QUIET ROOM"</b></p>

Date	Description of Day's Reading Assignments, Topics Covered, and Assignments Due
Thursday 7/15/21	<p>Bentley &amp; Walsh, pp. 261-280</p> <ul style="list-style-type: none"> <li>• Future directions in psychopharmacology: Implications for social workers</li> </ul> <p>DSM-5: Pica, pp. 329-331  Rumination, pp. 332-333  Avoidant/restrictive food intake, pp. 334-338  Anorexia nervosa, pp. 338-345  Bulimia nervosa, pp. 345-350  Binge-eating disorder, pp. 350-353</p> <p>Handout: "Common Interventions for Eating Disorders"</p> <p>Movie: "Recovering: Anorexia Nervosa and Bulimia Nervosa" (0:27) (Films on Demand)  "Feeding Hope" (0:42) (Films on Demand)</p> <p><b>TAKE-HOME MID-TERM EXAM IS DUE</b></p>
Tuesday 7/20/21	<p>DSM-5: Insomnia disorder, pp. 362-368  Hypersomnolence disorder, pp. 368-372  Narcolepsy, pp. 372-378  Obstructive sleep apnea, pp. 378-383  Central sleep apnea, pp. 383-386  Sleep-related hypoventilation, pp. 387-390  Nightmare disorder, pp. 404-407  Restless legs syndrome, pp. 410-413</p> <p>Handout: "Common Interventions for Insomnia Sleep Disorder"</p> <p><b>Class discussion of writing client case notes</b></p> <p>Movie: "Mommy Dead and Dearest" (Factitious Disorder Imposed on Another, previously known as Munchausen Syndrome by Proxy) (1:22) (Films on Demand)</p> <p><b>Assignment is due on "The Quiet Room"</b></p>
Thursday 7/22/21	<p>DSM-5: Delayed ejaculation, pp. 424-426  Erectile disorder, pp. 426-429  Male hypoactive sexual desire disorder, pp. 440-443  Premature ejaculation, pp. 443-446  Female orgasmic disorder, pp. 429-432  Female sexual interest/arousal disorder, pp. 433-436  Genitor-pelvic pain/penetration disorder, pp. 437-440  Substance/medication-induced sexual dysfunction, pp. 446-450</p> <p>Handout: "Common Interventions: Sexual Dysfunctions (Not Including Paraphilias)"</p> <p>Movie: "Sexual Disorders" (0:58) (Films on Demand)  "Portraits in Human Sexuality: Sexual Dysfunction and Therapy" (0:39) (Films on Demand)</p> <p><b>Turn in draft of client story, service plan, and first 2 contact/visit notes</b></p>

Date	Description of Day's Reading Assignments, Topics Covered, and Assignments Due
Tuesday 7/27/21	<p>DSM-5: Gender dysphoria, pp. 452-459  Oppositional defiant disorder, pp. 462-466  Conduct disorder, pp. 469-475  Intermittent explosive disorder, pp. 466-469  Pyromania, pp. 476-477  Kleptomania, pp. 478-479</p> <p>Handout: "Common Interventions for Oppositional Defiant Disorder, Conduct disorder, Intermittent Explosive Disorder"  Handout: "Common Interventions for Pyromania"  Handout: "Common Interventions for Kleptomania"  Handout: "Common Interventions for Gender Dysphoria"</p> <p>Movie: "This is No Place for Children" (1:29) (Films on Demand)</p> <p>CMQ #8 given</p>
Thursday 7/29/21	<p>DSM-5: Alcohol use disorder, pp. 490-497  Alcohol intoxication, pp. 497-499  Alcohol withdrawal, pp. 499-501  Caffeine intoxication, pp. 503-506  Caffeine withdrawal, pp. 506-508  Cannabis use disorder, pp. 509-516  Cannabis intoxication, pp. 517-519  Cannabis withdrawal, pp. 517-519  Phencyclidine use disorder, pp. 520-523  Other hallucinogen use disorder, pp. 523-527  Phencyclidine intoxication, pp. 527-529  Other hallucinogen intoxication, pp. 529-530  Hallucinogen persisting perception disorder, pp. 531-532  Inhalant use disorder, pp. 533-538  Inhalant intoxication, pp. 538-540</p> <p>Handout: "Common Interventions: Substance Abuse Disorders"</p> <p>Movie: "Risky Drinking" (1:25) (Films on Demand)</p>
Tuesday 8/3/21	<p>DSM-5: Opioid Use disorder, pp. 541-546  Opioid intoxication, pp. 546-547  Opioid withdrawal, pp. 547-549  Sedative, hypnotic, or anxiolytic use disorder, pp. 550-556  Sedative, hypnotic, or anxiolytic intoxication, pp. 556-557  Sedative, hypnotic, or anxiolytic withdrawal, pp. 557-560  Stimulant use disorder, pp. 561-567  Stimulant intoxication, pp. 567-569  Stimulant withdrawal, pp. 569-570</p> <p>Video: "Meth Storm" (1:34) (Films on Demand)</p> <p><b>Turn in draft of client story, service goals, and 1<sup>st</sup> 4 contact/visit notes – THIS IS YOUR LAST CHANCE TO TURN IN A DRAFT OF YOUR PAPER</b></p>

Date	Description of Day's Reading Assignments, Topics Covered, and Assignments Due
Thursday 8/5/21	<p>DSM-5: Delirium, pp. 596-602  Major and mild neurocognitive disorders, pp. 602-611  Major or mild neurocognitive disorders due to Alzheimer's disease, pp. 611-614  Major or mild frontotemporal neurocognitive disorder, pp. 614-618  Major or mild vascular neurocognitive disorder with Lewy bodies, pp. 618-621  Major or mild neurocognitive disorder, pp. 621-624  Major or mild neurocognitive disorder due to traumatic brain injury, pp. 624-627  Substance/medication-induced major or mild neurocognitive disorder, pp. 627-632  Major or mild neurocognitive disorder due to HIV infection, 632-634  Major or mild neurocognitive disorder due to prion disease, pp. 634-636  Major or mild neurocognitive disorder due to Parkinson's disease, pp. 636-638  Major or mild neurocognitive disorder due to Huntington's disease, pp. 638-640</p> <p>Handout: "Common Interventions: Dementias"</p> <p>Video: "Halting Dementia" (0:49) (Films on Demand)  "Meaningful Activities for People with Dementia" (0:30) (Films on Demand)</p> <p><b>RECEIVE TAKE-HOME FINAL EXAM</b></p>
Tuesday 8/9/21	<p>DSM-5: Cluster A Personality Disorders  Paranoid Personality Disorder, pp. 649-652  Schizoid Personality Disorder, pp. 652-655  Schizotypal Personality Disorder, pp. 655-659  Cluster B Personality Disorders  Antisocial Personality Disorder, pp. 659-663  Borderline Personality Disorder, pp. 663-666  Histrionic Personality Disorder, pp. 667-669  Narcissistic Personality Disorder, pp. 669-672  Cluster C Personality Disorders  Avoidant Personality Disorder, pp. 672-675  Dependent Personality Disorder, pp. 675-678  Obsessive-Compulsive Disorder, pp. 678-682</p> <p>Handout: "Common Interventions: Personality Disorders"</p> <p>Movie: "Personality Disorders" (0:58) (Films on Demand)  "Emotional Rescue" (Borderline Personality Disorder) (0:20) (Films on Demand)</p> <p><b>TURN IN FINAL VERSION OF CLIENT STORY/CLIENT RECORD ASSIGNMENT FOR GRADING</b></p>

Date	Description of Day's Reading Assignments, Topics Covered, and Assignments Due
Thursday 8/11/21	DSM-5: Voyeuristic Disorder, pp. 686-688 Exhibitionistic Disorder, pp. 689-691 Frotteuristic Disorder, pp. 691-694 Sexual Masochism Disorder, pp. .694-695 Sexual Sadism Disorder, pp. 695-697 Pedophilic Disorder, pp. 697-700 Fetishistic Disorder, pp. 700-702 Transvestic Disorder, pp. 702-704 Other Paraphilic Disorders, p. 705  Handout: "Common Interventions: Paraphilias"  Video: "Sexual Addiction: Is it for Real?" (0:22) (Films on Demand) "Are All Men Pedophiles? An Inquiry into Human Sexuality and Its Expression" (0:52) (Films on Demand)  <b>TAKE-HOME FINAL EXAM IS DUE TODAY</b>

### IX. Bibliography

*The following resources have been used to develop the reading materials for this class and/or can be used by students to provide further information on the topics and cultures covered by the course: (Note: These are NOT in APA format, so do not copy this format in your assignments!)*

Adams, Sally H.; David K. Knopf; and M. Jane Park (2014). "Prevalence and Treatment of Mental Health and Substance Use Problems in the Early Emerging Adult Years in the United States: Findings from the 2010 National Survey on Drug Use and Health." *Emerging Adulthood*, 2 (3), 163-172.

Adler-Nevo, G.; and K. Manassis (2005). "Psychosocial Treatment of Pediatric Posttraumatic Stress Disorder: The Neglected Field of Single-Incident Trauma." *Depression and Anxiety*, 22, 177-189.

Ahmed, Sameera; and Mona M. Amer (2011). *Counseling Muslims: Handbook of Mental Health Issues and Interventions*. Routledge.

Alang, Sirry M.; Donna D. McAlpine; and Carrie E. Henning-Smith (2014). "Disability, Health Insurance, and Psychological Distress among U. S. Adults: An Application of the Stress Process." *Society and Mental Health*, 4 (3), 164-178.

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Yapko, Michael (1997). *Breaking the Patterns of Depression*. New York: Doubleday.

Zayfert, Claudia; and Jason C. DeViva (2011). *When Someone You Love Suffers from Posttraumatic Stress: What to Expect and What You Can Do*. Guilford.

Zoellner, Lori A.; and Norah C. Feeny (2014). *Facilitating Resilience and Recovery Following Trauma*. Guilford.

Grading Rubric for Final Version of Client Story and Client Record  
(On the 75% of the grade based on content)

<i>Item</i>	<i>Possible Points</i>	<i>Points Earned</i>
Client demographics	3	
Initial referral/Intake	2	
Client story	15	
Initial service plan	15	
Progress notes on 6 client contacts	6 x 8 each = 48	
Progress notes dealing effectively with lack of adherence to taking psychotropic medications	7	
One change in client’s situation with resulting change in service plan	5	
Overall consistency, creativity, and quality of overall client record and progress notes	5	
<b>Total</b>	<b>100</b>	

See the syllabus regarding the 25% of the grade that is based on quality of writing (punctuation, grammar, spelling, etc.)

## APA CHECKLIST

The following checklist is designed to serve as a guide for you when writing papers in the Social Work Department. Use of this guide will support your success when using APA and help to prevent plagiarism. All instructors in the Social Work Department will use this checklist as a guide when grading your papers for APA policy adherence, so it is advisable that you become familiar with and apply these rules to all papers.

### A. Entire document MUST HAVE

- Times New Roman Font (preferred by the professor)
- 12 font size
- 1 inch margins on all four sides
- Double spacing after periods at the end of a sentence (except in the “Reference” page)
- Double spacing *between lines* in paragraphs (remove double spacing between paragraphs)
- Numbers 1-9 spelled out (e.g. “one”, “five”, “seven”)
- Numbers 10 and above not written out (except at the beginning of a sentence)
- Introduction of acronyms (e.g. “Supplemental Security Income (SSI)”, “SSI” may be used alone thereafter)
- Paragraphs versus bullets (unless approved by professor)
- No use of “I” (unless approved by professor due to nature of the assignment)
- No contractions (won’t, can’t, don’t), lbs, %, \$ (percent signs may be used directly after numbers)
- Complete sentences
- Indented paragraphs (tab once from margin)
- Introduction, body and conclusion (unless otherwise noted by professor)
- Cover page, abstract page, reference page (unless otherwise advised by professor)

### B. Cover Page

- Page # (always starts with “1” at the top right)
- Title of work (in bold and followed by an extra space), your name, Department of Social Work and the name of the university, professor’s name, due date of assignment, all centered and not in bold. This should also be double spaced.
- Title should be no more than 12 words, first letters of words are capitalized except “and”, etc.

### C. Abstract Page

- This is page 2 (upper right corner)
- The word “Abstract” is centered, not bold at the top of the paper
- The Abstract is only 4-5 sentences (max 150-250 words)
- There is no indentation at the beginning of this paragraph
- Must be double spaced

### D. START OF YOUR BODY

- Continue page number on every page in upper right corner
- Write the title at the very top. This should be the same one used on the cover page above your name
- The title is centered and not in bold
- All paragraphs must be indented
- Paragraphs have a minimum of 5 sentences
- Using Level Headings where appropriate (refer to your professor on when to use; see APA manual for all levels of headings: 1-5)

### E. Reference Page

- The word “Reference” (or “References” if more than one) is centered and not bold
- The references must be alphabetized (by last name of author of work as listed on the work. DO NOT reorganize the authors in alphabetical order from the source).

- If there is more than one citation with the same author and year, put them in alphabetical order by title and make them 2021a, 2021b, 2021c, etc., as needed.
- Double space references
- Remove extra space between references
- Only single spacing after punctuation
- Remember that personal communication in-text citations are not listed on the reference page
- Remove hyperlinks from websites (a line should not appear under websites in your reference page)
- If the reference is long and continues on the next line, then you must indent the second line (this is called a “hanging indent”)
- All references MUST have an in-text citation to match (except in personal communication; only in-text citations are used).
- If the reference has an edition, it goes in parentheses and is not italicized. For example, Turner, F. J. (2017). *Social work treatment: Interlocking theoretical approaches* (6<sup>th</sup> ed.). Oxford University Press.

Following are explicit examples that can serve as guides for you when writing your papers.

- Boston University School of Social Work:  
<http://www.bu.edu/ssw/files/2010/10/BUSSW-style-guide-6th-ed-April-13.pdf>
- Sample APA Paper Owl Purdue:  
[http://owl.english.purdue.edu/media/pdf/20090212013008\\_560.pdf](http://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf)
- Son of Citation Machine Citing Support:  
<http://citationmachine.net/index2.php?reqstyleid=2&newstyle=2&stylebox=2>

## EXAMPLES OF APA ERRORS

- ❖ Missing comma after name and before year
  - Incorrect: (Dobson & Pewter 2013)
  - Correct: (Dobson & Pewter, 2013)
- ❖ Missing parenthesis
  - Incorrect: Many children in America are diagnosed with ADHD Dobson & Pewter, 2013.
  - Correct: Many children in America are diagnosed with ADHD (Dobson & Pewter, 2013).
- ❖ Using *and* instead of & in a citation
  - Incorrect (Dobson and Pewter, 2013)
  - Correct: (Dobson & Pewter, 2013)
- ❖ Using “pp.” instead of “p.” to denote page.
  - Incorrect: “Many children in America are diagnosed with ADHD” (Dobson & Pewter, 2013, pp. 5).
  - Correct: “Many children in America are diagnosed with ADHD” (Dobson & Pewter, 2013, p. 5).
- ❖ Missing punctuation at the end of sentences when citing.
  - Incorrect: Many children in America are diagnosed with ADHD. (Dobson & Pewter, 2013)
  - Correct: Many children in America are diagnosed with ADHD (Dobson & Pewter, 2013).

### Correct Citation Example:

*In-Text:* (Dobson & Pewter, 2013)

Reference Page: Dobson, J. H. & Pewter, W. P. (2013). Understanding writing for bachelor social work students. *Journal of American Health, 4*, 24-29.

- ❖ Using quotation marks without page number/paragraph information.
  - Incorrect: “Many children in America are diagnosed with ADHD” (Dobson & Pewter, 2013).
  - Correct: “Many children in America are diagnosed with ADHD” (Dobson & Pewter, 2013, p. 5).
- ❖ Example of how to cite a class handout: (Be sure to use the hanging indent on your paper)
  - Rappaport, C. (2021). *The muscular system*. [Class handout]. SOWK 3305: Biological Foundations of Social Work Practice. Social Work Department, Texas A&M University-Central Texas: Killeen, TX.
- ❖ Example of how to cite a movie: (Be sure to use the hanging indent on your paper)
  - Cassavetes, N. (Director). (2002). *John Q.* [Motion picture]. New Line Cinema, Burg/Koules Productions, & Evolution Entertainment.
  - To obtain information for a movie citation, look up the movie on the internet and select the IMDb listing. Get the name of the director and the year at the beginning of the entry. Click on Full Cast and Crew, then on Company Credits to list the production companies (ignore the list of distributors, but be sure to list all of the production companies).

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### Checklist to avoid some common errors using APA in papers

Dr. Claudia Rappaport

\_\_\_\_\_ The title on the front page is repeated on the first page of the text of the paper, and both titles are exactly the same wording.

\_\_\_\_\_ Entire paper has to be in Times New Roman 12 font. You can't change font in title, on the front page, etc., to be decorative

\_\_\_\_\_ The front page can ONLY contain the page number, the title of the paper, your name, Department of Social Work and the name of the university, professor's name, and due date of assignment. Nothing else!!

\_\_\_\_\_ Every paragraph has at least five sentences.

\_\_\_\_\_ No contractions (isn't) are used anywhere in the paper unless quoting someone.

\_\_\_\_\_ There is no extra line space between paragraphs (to achieve this, go to page layout, then go to spacing and make sure that the spacing is set to 0”).

\_\_\_\_\_ All paraphrasing from another source has an in-text citation, and the format would be like this: (Rappaport, 2021). If exact words are used from the source, then you also use quote marks and the page number is included in the in-text citation (the format would be: Rappaport, 2021, p. 2). If you are using more than one Rappaport handout for citations, you will have to use Rappaport 2021a, Rappaport 2021b, etc., and the letters will be assigned based on the titles of the handouts being in alphabetical order on your reference page.

\_\_\_\_\_ When writing a paper about an interview of a person, you use personal communication citations within the text of the paper. After every paragraph in which you summarize information given in the interview, your in-text citation will appear like this: (C. Rappaport, personal communication, August 1, 2021). THERE IS NO REFERENCE PAGE ENTRY FOR PERSONAL COMMUNICATION CITATIONS.

## USES OF COMMAS AND OTHER COMMON PUNCTUATION/GRAMMAR ERRORS

The following are some common uses of commas:

**Putting two sentences together, joined by *and*, *but*, or another linking word. Both parts have to have both a subject and a verb, or you don't need a comma.**

- Example: Martha went to the Laundromat, and she discovered that she forgot her money at home.
- Does NOT need a comma: Martha went to the Laundromat and discovered that she forgot her money at home.
- **Note: Two sentences can also be joined together by a semicolon without a connecting word.**
- Example: Martha went to the Laundromat; she discovered that she forgot her money at home.
- Example: I thought this was going to be complicated, but I was surprised; they listened and paid attention.
- **Note: Two sentences can also be joined together by a semicolon and a connecting word such as *however*, followed by a comma.**
- Example: Martha went to the Laundromat; however, she discovered that she forgot her money at home and had to make a return trip.

**Writing a list of objects, when no item of the list requires a comma within the item. If one item requires a comma, then the items have to be separated with semicolons instead of commas.**

- Example: Martha went to the store and bought apples, plums, oranges, and nectarines to make a fruit salad.
- Need to use semicolons instead: Martha went to the store and bought golden, delicious apples; purple, juicy plums; plump, navel oranges; and nectarines to make a fruit salad.

**Note: The above example with semicolons also illustrates another use of commas: When you are using more than one adjective to describe a noun (such as golden, delicious apples), the two adjectives need to be separated with a comma.**

**Separating the name of a city and the state in which it is located.**

- Example: I was born in San Antonio, Texas, in the year 1950.

**Separating a person's name and their relationship to another person, the name of a book and its author, etc.**

- Example: Her father, Burton Rappaport, was born in New York City in 1921.
- Example: Burton Rappaport, the father of Claudia Rappaport, was born in New York City in 1921.
- Example: Harper Lee's novel, *To Kill a Mockingbird*, is required reading in many schools.

**Separating a prepositional phrase at the beginning of a sentence from the remainder of the sentence.**

- Example: In case of a fire, you need to move quickly to the nearest exit.
  - **Note another grammar rule: Do not put the adverb in between *to* and *move* (i.e., do not say "you need to quickly move to the nearest exit"). Doing this is referred to as a split infinitive.** Just remember Shakespeare: It is "To be or not to be," not "To be or to not be."
- Example: From one social worker to another, you need to be on the lookout for signs of social work burnout.
- Example: During the depression of the 1930's, food was scarce and unemployment rates were high.
  - Question: Why do you not need a comma after scarce?

- Example: If you are not ready to calm down, I want you to go to your bedroom and think about why your behavior has not been appropriate.
- Example: Because she got paid a lot less this week, she was not able to give the landlord her rent.

**Note: If the prepositional phrase is in the middle of the sentence, it does not require commas.**

- Example: The hot air in the classroom made it very difficult to study.
- Example: She couldn't give the landlord her rent because she got paid a lot less this week.

**After using a single word to catch your attention at the beginning of a sentence; most commonly this will be done in conversation, not in formal writing.**

- Example: “Well,” she said, “I guess I need to go ahead and start fixing dinner.”
  - **Note another rule of grammar: Punctuation marks (commas, periods, exclamation points, question marks) always go INSIDE the quotation marks.**
- Example: Gosh, it is really hot today.
- Example: Hello, my name is Dr. Rappaport.
- Example: No, you can't have a cookie right now.
- Example: Yes, I heard what you said.
- Example: Unfortunately, one of the social work professors has decided to leave Tarleton.
- Example: However, you need to remember that I expect you to study hard for my tests.
- Example: John, did you have a question you wanted to ask?

**To add additional details to clarify a sentence; if you removed those additional details, you would still have a complete sentence.**

- Example: When I started college, something I had always dreamed of doing, I decided to major in social work.
- You could remove the phrase in the middle and still have a complete sentence: When I started college, I decided to major in social work. Why do you still need a comma there?

**When getting ready to quote a sentence – but only if you are really quoting the person's exact words, not paraphrasing.**

- Example: I wasn't saying, “How could you?” Rather, I wanted to know, “What were you thinking when you did that?”
- Example: Dr. Rappaport always said, “Be careful of using Spell Check as your only type of proof-reading on papers.”
- Example of NOT using quotation marks: Dr. Rappaport always told us to be careful of using Spell Check as our only type of proof-reading on papers.

**Before adding a phrase starting with *which* or *whose* to add more details to the sentence.**

- Example: A major strength of the agency is the fact that each social worker uses a different approach, which allows them to complement each other's skills.
- Example: He is a millionaire now, which only goes to show how much a person can accomplish if he really sets his mind to it.
- Example: The crowd, whose patience had worn thin, was threatening to tear down the sign and instigate a riot.
- Example: The building, whose architect had won a national award, was one of the most popular tourist attractions in the city.

**To separate out parenthetical words from the rest of the sentence.**

- Example: Expensive items, however, will not be included in the auction.
- Example: Expensive items, of course, will not be included in the auction.
- Example: Expensive items, unfortunately, will not be included in the auction.
- Example: Expensive items, therefore, will not be included in the auction.

**Before a word like *also* or *too* or *as well* at the end of a sentence.**

- Example: We should plan to have another fundraiser before the end of the month, also.
- Example: He’s quite good looking, too.

**Do not use a comma if the additional words identify the subject word and are not additional information.**

- The company rewards employees who work hard. (Do not put a comma if what you mean is that the company **ONLY** rewards employees who work hard. If **ALL** employees work hard and get rewarded, then put a comma: The company rewards its employees, who all work hard.)

**You usually do NOT use a comma before “because.”**

- Example: She was deeply ashamed because she was the only woman who failed the exam.

**You often do not need to use a comma after an introductory phrase that designates when something occurred.**

- Example: In about five minutes we are leaving for school.
- Example: In 2000 Dr. Rappaport came to teach at TAMUCT.

## **OTHER COMMON WRITING ERRORS**

**Capitalizing words that do not need capitals**

- Capital letters are used for proper nouns, people’s names, names of cities and states, etc. They are often used when they are not needed. For example:
  - I am a student in the Social Work Department at Tarleton State University-Central Texas. It is correct to capitalize social work here because it is in the name of a Department.
  - I want to be a social worker. You do not capitalize it here because it is not a proper noun.
  - My biggest supporter is Mother. You need to capitalize mother here because you are using it as a person’s name.
  - I live with my mother and my father. You do not capitalize them here because you are not using them as names.
  - I graduated from Alamo Heights High School. You capitalize high school here because it is the name of a specific high school.
  - I graduated from high school. You do not capitalize it here because it is not a proper noun. **Also note that you need the word “from”. I graduated high school is slang without the word from.**

**Confusing different forms of words that sound the same.**

- **Where:** I asked him where he was born.
- **Were:** There were 25 questions on the test.
- **Wear:** I asked him what he was going to wear to the interview.
  
- **Their:** These parents really love their children.
- **There:** There are too many students in this class.
- **They’re:** This is the contraction for “they are.” **Note: You usually do not use contractions in formal written work.**

**Two different forms for possessives:**

- **This is my parent's house. Use the apostrophe before the s only if it is ONE parent's house. Both parents do not live in the house, or you only have one parent.**
- **This is my parents' house. Use the apostrophe after the s if it is BOTH parents' house. Both parents live in the house.**
- **Parents are very important people. You do not use any apostrophe because you are simply making a noun plural. Never use an apostrophe unless you are making a noun a possessive word (meaning it belongs to someone).**