

TEXAS A&M UNIVERSITY – CENTRAL TEXAS SOCIAL WORK DEPARTMENT

SOWK 4301 110: SOCIAL WORK & MENTAL HEALTH

TUESDAYS AND THURSDAYS 2:00-3:15- 304 Warrior Hall

Semester: Spring 2023

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office hours: Available by appointment only via zoom

1. 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 with interdisciplinary teams.

Prerequisites: There are no prerequisites to this course other than Introduction to Social Work (SOWK 3300).

1. Nature of Course

This course will cover basic case management skills of working with individuals who require social work interventions because of a mental health diagnosis. Patients who have chronic mental health disorders often receive services from both a case manager and a clinical social worker, psychologist, or psychiatrist, and that collaboration is essential to successful treatment of those patients. In this course we will focus on the case manager's important role with these clients. 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 and social work case managers 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 continually to improve the provision and quality of services that are 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: This course meets face-to-face, and the primary teaching approaches are collaborative and active learning. Material in the course will be presented through interactive class discussions on readings and on additional material presented by the professor in handouts, class activities, videotapes, and client scenarios.

Grading: As much as possible, Professor Fields 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. You can check the Gradebook in Canvas

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.

1. 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 independent 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).
1. Advance human rights and social and economic justice (2.1.5a-c).
2. Engage in research-informed practice and practice-informed research (2.1.6a-b).
3. Apply knowledge of human behavior and the social environment (2.1.7a-b).
4. Engage in policy practice to advance social and economic well-being and to deliver effective social work services (2.1.8a-b).
5. Respond to contexts that shape practice (2.1.9a-b).
6. 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 in the TAMUCT Social Work Student Handbook.

1. 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:

- 1.1a: Advocate for client access to the services of social workers
- 1.1c: Attend to professional roles and boundaries
- 1.2a: Recognize and manage personal values in ways that allow professional values to guide practice.
- 1.2b: Make ethical decisions by applying standards of the NASW Code of Ethics
- 1.2c: Tolerate ambiguity in resolving ethical conflicts
- 1.2d: Apply strategies of ethical reasoning to arrive at principled decisions
- 1.3a: Analyze models of assessment, prevention, intervention, and evaluation
- 1.3b: Demonstrate effective oral and written communication in working with
Individuals, families, groups, organizations, communities, and societies
- 1.4b: Gain sufficient awareness to eliminate the influence of personal biases and values in working with diverse groups
- 1.4c: Recognize and communicate their understanding of the importance of difference in shaping life experiences
- 1.5a: Understand the forms and mechanisms of oppression and discrimination
- 1.5b: Advocate for human rights and social and economic justice
- 1.5c: Engage in practices that advance social and economic justice
- 1.7a: Utilize conceptual frameworks to guide processes of assessment, intervention and evaluation.
- 1.7b: Critique and apply knowledge to understand person and environment.
- 1.10a-c: Engage, assess, intervene, and evaluate individuals, 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 case managers, 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 or understanding 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 adherence and non-adherence 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, including case management.
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 case management services with the client. The focus will be on delivering case management services to these clients.
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 each student’s ability to fulfill the objectives related to the practice behaviors.

A. Objectives	B. CSWE-Related Practice Behaviors	C. Course Assignments
<i>(By the completion of the course, it is expected that you will be able to...)</i>	<i>(This is the practice behavior that objective supports)</i>	<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 case managers, 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	· Concept mastery quizzes · Mid-term and final exams · Case scenario/movie assignments · Client story and record · Class discussions

2. Become familiar with major concepts and theories related to mental health disorders, including how to utilize DSM-5 for establishing and understanding diagnoses

2.1.3a
2.1.7a

2.1.1a
2.1.2a

2.1.2b

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 adherence and non-adherence to their prescribed medications. Develop insight into what causes individuals to choose not to take such medications.

2.1.2c
2.1.2d
2.1.4d
2.1.4c
2.1.5c

2.1.7a
2.1.7b
2.1.1a

2.1.2a

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 case management mental health services to this population.

2.1.2b
2.1.4b
2.1.4c
2.1.5a
2.1.5b

2.1.5c

2.1.2a

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.

2.1.2b
2.1.2c
2.1.2d
2.1.4b

6. Master the ability to write a professional social work record on a client who has a mental

2.1.3a

- Concept mastery quizzes
- Mid-term and final exams
- Case scenario/movie assignments
- Client story and record
- Class discussions

- Concept mastery quizzes
- Mid-term and final exams
- Case scenario/movie assignments
- Client story and record
- Class discussions

- Concept mastery quizzes
- Mid-term and final exams
- Case scenario/movie assignments
- Client story and record
- Class discussions

- Concept mastery quizzes
- Mid-term and final exams
- Case scenario/movie assignments
- Client story and record
- Class discussions
- Concept mastery quizzes

health diagnosis, including assessing client’s life story, pinpointing client’s strengths and challenges, developing intervention plan, and writing appropriate progress notes regarding providing case management to the client.	2.1.3b 2.1.7a 2.1.10a 2.1.10b 2.1.10c	· Mid-term and final exams · Case scenario/movie assignments · Client story and record · Class discussions · Concept mastery quizzes
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	· Mid-term and final exams · Case scenario/movie assignments · Client story and record · Class discussions

1. Course Requirements

1. **Required Texts:** There are 4 required books for this course, as follows:

1. American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders, 5th edition* (DSM-5). Arlington, VA: American Psychiatric Association. ISBN 978-0-89042-554-1.
2. Bentley, Kia J.; and J. Walsh (2014). *The Social Worker and Psychotropic Medication: Toward Effective Collaboration with Clients, Families, and Providers, 4th* Belmont, CA: Brooks/Cole, Cengage Learning. ISBN 978-1-285-41900-8.

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

1. 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 on Your Client	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
		10,000
Totals	100%	(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 ($88 \times 15 = 1,320$ points).

Final Course 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)	

1. *Course Assignments*

1. **Course Schedule**

Date **Description of Day's Reading Assignments, Topics Covered, and Assignments Due**

Introduction to the course

Tuesday Bentley & Walsh, pp. 1-23

1/17/23

- The larger context of psychopharmacology and social work
- Neuroscience, biology, mind-body connections, causality, and scientific context
- Changing and expanding roles

Handout: "Client Assessment and Treatment Planning," "Psychotropic Medications and Medication Adherence"

[MentalHealthClientAssessmentTreatmentPlanningMedicationAdherence-3-1.doc](#)

Review Client Assessment and Treatment Planning

Thursday

01/19/23

Receive assigned diagnosis/diagnoses on which you will base your fictional client

Discussion on Client Demographics and Story

Bentley & Walsh, pp. 24-50

Tuesday

1/24/23

- Overview of social work roles in medication management across settings
- Practice settings: Mental health, child welfare, aging, corrections
- Partnership model of social work practice
- Social work roles and values

Thursday Bentley & Walsh, pp. 51-85

1/26/23

- Basic Psychopharmacology
- Central nervous system, nerve cells, neurotransmitters

Date **Description of Day's Reading Assignments, Topics Covered, and Assignments Due**

- How drug moves through body, effects on body
- 5 classes of psychotropic medications
- Pharmacogenomics
- Adverse effects of medications

Assignment: CLIENT DEMOGRAPHICS AND STORY DUE

Bentley & Walsh, pp. 86-144

- The 5 classes of medication: Anti-psychotics – Antidepressants – Mood Stabilizers – Anti-Anxiety Medications – Psychostimulants

DSM-5-TR: Intellectual disability, pp. 37-46

Tuesday Autism Spectrum Disorder, pp. 56-68

1/31/23

Handout: "Common Interventions for Clients with Autism-Spectrum Disorder"

Intellectual disabilities

[MentalHealthInterventionsAutism \(1\).docx](#)

Thursday Bentley & Walsh, pp. 145-168

2/2/23

- Intervention concerns with specific populations
- Gender, pregnancy, sexual adverse effects, older adults, children and adolescents, cultures, dual diagnoses

DSM-5-TR: Attention Deficit-Hyperactivity Disorder, pp. 68-76

Specific Learning Disorders, pp. 76-85

Tic Disorders, including Tourette's
Disorder, pp. 85-104

Handout: "Common Interventions for ADHD"

[MentalHealthInterventionsADHD.doc](#)

Bentley & Walsh, pp. 195-214

- Medication Education for clients and families

DSM-5-TR: Delusional disorder, pp. 104-108

Brief Psychotic disorder, pp. 108-111

Tuesday

Schizophreniform disorder, pp. 111-113

2/7/23

Schizophrenia, pp. 113-121

Schizoaffective disorder, pp. 121-126

Handout: "Common Interventions for
Schizophrenia"

[MentalHealthInterventionsSchizophrenia.doc](#)

DSM-5-TR: Bipolar I Disorder, pp. 139-150

Bipolar II Disorder, pp. 150-159

Thursday

Cyclothymic Disorder, pp. 159-162

2/9/23

Handout: "Common Interventions for Bipolar Disorder"

[MentalHealthInterventionsBipolar.doc](#)

DSM-5-TR: Disruptive mood dysregulation disorder, pp. 178-182

Major depressive disorder, pp. 183-192

Persistent depressive disorder (dysthymia), pp. 193-197

Premenstrual Dysphoric disorder, pp. 197-200

Handout: “Common Interventions for Depressive Disorders”

[MentalHealthInterventionsDepressiveDisorders.doc](#)

Handout: “Common Interventions for Youth with Disruptive Behavior Disorders”

[MentalHealthInterventionsYouthDisruptiveBehaviorDisorders.docx](#)