Course Title: Direct Practice in Mental Health
Course Prefix/Number/Section: SOCW 5352 (formerly SOCW 6336)

A. Description of Course Content

Focuses on assessment and intervention with those evidencing acute and chronic mental health problems and disabilities. The course addresses the delivery of services to various populations (children, adolescents, and adults), service delivery systems (community mental health, managed behavioral health care), and a wide range of problems. Topics include well-being, ethics, case management, treatment planning, managed care, DSM, PIE, and substance abuse. Required of all DP students specializing in Mental Health. Prerequisite: SOCW 6325.

B. Student Learning Outcomes

EPAS core competencies and related advanced practice behaviors addressed in this course:

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

1. Advanced social workers in mental health/substance abuse practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding mental health/substance abuse and mental illness.
2. Advanced social workers in mental health/substance abuse develop an action plan for continued growth including use of continuing education, supervision, and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

1. Advanced social workers in mental health/substance abuse implement an effective decision-making strategy for deciphering ethical dilemmas in mental health/substance abuse treatment.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

1. Advanced social workers in mental health/substance abuse evaluate, select and implement appropriate assessment and treatment approaches to the unique characteristics and needs of diverse clients.

Educational Policy 2.1.4—Engage diversity and difference in practice.
1. Advanced social workers in mental health/substance abuse understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues that influence the prognosis and treatment of persons with severe and persistent mental illness and substance use disorders, persons with other mental health/substance abuse issues, and persons with psychiatric disabilities, and their families and communities.

Educational Policy 2.1.5—Advance human rights and social and economic justice.

1. Advanced social workers in mental health/substance abuse understand the range of physical and mental health/substance abuse disease course and recovery issues associated with social stigma and marginalization of persons with mental health/substance abuse diagnoses and psychiatric disabilities, and incorporate them in their assessment and intervention.
2. Advanced social workers in mental health/substance abuse describe the distribution and determinants of mental health/substance abuse and illness and identify health disparities.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

1. Advanced social workers in mental health/substance abuse use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and intervention with influence persons with severe and persistent mental illness and substance use disorders, persons with other mental health/substance abuse issues, and persons with psychiatric disabilities, and their families and communities.
2. Advanced social workers in mental health/substance abuse have the ability to critically assess and participate in research design and methodology related to practice with mental health/substance abuse service users.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

1. Advanced social workers in mental health/substance abuse distinguish mental health/substance abuse, mental illness, and mental well-being across the life span.
2. Advanced social workers in mental health/substance abuse compare the various etiology and treatments for substance abuse and addiction.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

1. Advanced social workers in mental health/substance abuse communicate to stakeholders the implication of policies and policy change in the lives of those with mental health/substance abuse concerns and mental illness.
2. Advanced social workers in mental health/substance abuse advocate for policies that advance the social and economic well-being of those with mental health/substance abuse concerns and mental illness.
Educational Policy 2.1.9—Respond to contexts that shape practice.

1. Advanced social workers in mental health/substance abuse assess the quality of client’s interactions within their social contexts.
2. Advanced social workers in mental health/substance abuse develop intervention plans to accomplish systemic change that is sustainable.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Educational Policy 2.1.10(a)—Engagement

1. Advanced social workers in mental health/substance abuse use strategies to establish a sense of safety for a collaborative therapeutic relationship.

Educational Policy 2.1.10(b)—Assessment

1. Advanced social workers in mental health/substance abuse will be able to describe the structure of the DSM-V and conduct an assessment using the DSM-V criteria and structure.

Educational Policy 2.1.10(c)—Intervention

1. Advanced social workers in mental health/substance abuse describe empirically validated and theoretical causes, advanced assessment methods, and the most effective treatments for a variety of disorders: mood, anxiety, cognitive, substance abuse, sexual, eating, psychotic disorders for adolescents, adults, and older adults.

Educational Policy 2.1.10(d)—Evaluation

1. Advanced social workers in mental health/substance abuse contribute to the theoretical knowledge base in the area of mental health/substance abuse and mental illness through practice-based research, and use evaluation of the process and/or outcomes to develop best practices.

Competency-Based Performance Outcome Objectives for Advanced Skills and Practice Behaviors:

Students will demonstrate through their field visit oral reports and discussions, written reports, or other alternative written assignments and through the policy analysis paper:

1. The participants will describe an effective decision-making strategy for deciphering ethical dilemmas in mental health treatment. EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.8
2. Students will be able to define mental health, mental illness, and mental well-being. EPAS 2.1.2, 2.1.4, 2.1.5, 2.1.6
3. Students will be able to describe the structure of the DSM IV and DSM-5 and conduct an assessment using the DSM criteria and structure. EPAS 2.1.8, 2.1.10 a-b

4. Students will be able to describe causes (empirically validated and theoretical), advanced assessment methods, and the most effective treatments for a variety of disorders: Mood, anxiety, cognitive, substance abuse, sexual, eating, trauma, and so forth for adolescents, adults, and older adults. EPAS EPAS 2.1.2, 2.1.5, 2.1.6, 2.1.7, 2.1.9, 2.1.10

5. Students will use critical thinking to adapt established assessment and treatment approaches to the unique characteristics and needs of diverse clients. EPAS 2.1.3, 2.1.7, 2.1.10

6. Students will be able to compare the various etiology and treatment options for substance abuse and addiction. EPAS 2.1.2, 2.1.5, 2.1.6, 2.1.9, 2.1.10

C. Required Textbooks and Other Course Materials


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

D. Additional Recommended Textbooks and Other Course Materials


UTA web access for DSM IV-TR: http://eresource.uta.edu/cgi-bin/db-statref.cgi


E. Descriptions of Major Assignments and Examinations

**Papers**

So often in the mental health field, we think about assessing and treating psychopathology, and we fail to include recovery. Clients’ histories of recovery are poignant reminders of the struggle and the resolution or determination to deal with troublesome mental health histories.
Three, 1-2 page papers are required to document your reflections on readings about recovery. In the section entitled References on Recovery (approximately Page 14), you will see numerous sources from clients or family members’ recollections about the contributory influences, course, and recovery from mental health issues. Please feel free to select any other sources that depict the recovery process (and I will add them to the list for future students to consider). Each paper will count 5% of your final grade.

The following are suggestions for to guide your writing:

A logical presentation of information

Evidence from the reading to demonstrate influences on your learning.

Originality and clarity of your writing

APA format

Exams (Objective 1-6)

The exams will be in-class experiences. They will pull together the information from the class presentations and readings. The last four digits of your social security numbers will be used for identification and anonymity during grading. The exams address Student Learning Outcomes 1-4, and 6.

Training Video. (Objectives 2, 4, and 5).

Students will assume the role of trainers for a local community mental health agency. The videotape will train the clinical staff to work with a particular type of client and treatment. You must select and present the essential and advanced skills necessary for the clinicians and last approximately 30 minutes. The material must (1) touch on the assessment strategies and ethical issues, (2) emphasize the treatment methods for the disorder(s), and (3) any other elements that are essential for working with the particular type of mental health client such as client’s age, gender, ethnicity, philosophical or theological perspectives, and personal orientations.

The video should be a demonstration and a teaching tool. It should contain the most relevant materials to justify your selection of assessment tools, intervention methods, possible medications, ethical issues, and maintenance strategies. A reference list of sources should be included with your video (using APA format). You may work in pairs for this project; however, each student will be responsible for his or her own video and materials. (You may not submit one video for two people.) The following is a possible outline for the presentation:

Part 1: Information about typical clients with a particular mental health concern at your hypothetical agency – Description of the mental health concern, diagnostic criteria, assessment tools, validity and reliability of viable treatment options. (5-10 minutes)
Part 2: Scenes showing the various elements or stages of the treatment approach. (15 to 20 minutes total)

Personal Reminder: I will be the only person who will see your video. Do not worry about your on-camera persona. The grade is dependent on the content and the demonstration of your skills. Do not spend money on professional video services. (If you use the class assignment as an excuse to buy a video camera, tell you banker, partner, agency, etc. that I did not require or even slightly recommend it!)

F. Grading

[This section is associated with a specific course and cannot be edited here. Make changes to this section by selecting Edit Courses and selecting the course you choose to edit.]

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

G. Make-Up Exams

[This section is associated with a specific course and cannot be edited here. Make changes to this section by selecting Edit Courses and selecting the course you choose to edit.]

H. Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section,

[This section is associated with a specific course and cannot be edited here. Make changes to this section by selecting Edit Courses and selecting the course you choose to edit.]

I. Course Schedule

Week 1: Social Workers and Mental Health Client.

- To introduce the course requirements and expectations; To put students at ease about the content and expectations of the course; Definitions: Mental Health, Mental Illness,
Mental Well-Being; Mental Health Themes and Concepts; Social Deviance, Societal Reactions, Labeling, and, Community Norms; Historical and Professional Perspectives on Mental Health; Research Based Practice

**Week 2: Definitions, Themes, Concepts, Research, Social Context, and Assessment of Mental Disorders.**

- Development of Mental Health Problems: Heredity, biology, genetics; Psychosocial development and social learning; Social stress, systems/ecological perspectives; Ethical Dilemmas in the Delivery of Mental Health Service; Categorizing Mental Illnesses – DSM IV; Racial, Ethnic, and Cultural Issues


**Weeks 3 & 4: Mood Disorders: Assessment and Treatment**

- Clients with Depression; Multiple Dimensions of Assessment; Effective Treatments

- Bipolar Overview 2012.

• Mixed Features Specifier 2013 - For depression Fact Sheet


**Weeks 5 & 6: Anxiety Disorders: Assessment and Treatment**

• Explanatory Theories: The learning and maintenance of fears; Assessment and interventions; Effective Treatments


**Week 7: Sexual Disorders**

• Survey of Sexual Disorders: Dysfunction and conditioning

• Gender Dysphoria 2013 Fact Sheet

• Paraphilic Disorders 2013 Fact Sheet


**Week 8 – March 17: Mid-Term Exam**

**Weeks 9-10 - March 24-31: Eating Disorders**

Types of eating disorders; Assessment and Treatment


• Eating Disorders 22013 Fact Sheet


**Week 11 & 12: Psychotic Disorders: Assessment and Treatment of Schizophrenia**

Severe Mental Disorders: Theories, Concepts, and Philosophies; Theoretical Issues; Effective Treatment
Week 13: Substance Abuse Treatment and Comorbid Disorders

Dual Diagnosis and Substance Abuse; Etiology of Substance Use Disorders; Assessment,


Week 14: Delirium and Dementia


Week 15: Exam II and Deadline for Video Tape Submission

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

J. Expectations for Out-of-Class Study

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

K. Grade Grievances
L. Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352 below are some commonly used resources needed by students in online or technology supported courses:

- Library Home Page: http://www.uta.edu/library
- Subject Guides: http://libguides.uta.edu
- Subject Librarians: http://www.uta.edu/library/help/subject-librarians.php
- Course Reserves: http://pulse.uta.edu/vwebv/enterCourseReserve.do
Connecting from Off-Campus....... [http://libguides.uta.edu/offcampus](http://libguides.uta.edu/offcampus)
Ask a Librarian............................ [http://ask.uta.edu](http://ask.uta.edu)

**N. Emergency Exit Procedures**

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**O. Drop Policy**

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships ([http://www.uta.edu/aao/fao/](http://www.uta.edu/aao/fao/)).

**P. Disability Accommodations**

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

*The Office for Students with Disabilities, (OSD) [www.uta.edu/disability](http://www.uta.edu/disability)* or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).
Counseling and Psychological Services, (CAPS)  [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Q. Non-Discrimination Policy

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos).

R. Title IX Policy

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhooed@uta.edu.

S. Academic Integrity

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at [https://www.uta.edu/conduct/](https://www.uta.edu/conduct/).

T. Electronic Communication
UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

U. Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

V. Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

W. Final Review Week

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.