



Angelo State University
Department of Psychology, Sociology, and Social Work
SWK 4305: Social Work and Mental Health

Course Dates, Time, and Location

Fall Semester, 2011: August 22, 2011 to December 9, 2011
Monday, Wednesday, Friday: 2:00 pm - 2:50 pm
Academic Building, Room 213

Instructor Contact Information

Thomas W. Starkey, Ph.D., LCSW
Assistant Professor
Academic Building, Office 104F
Office Phone: 325-942-2068, ext. 241
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Office Hours: MTWRF 8:00 am - 10:00 am

Course Description

Provides knowledge and skills necessary for generalist social work practice relating to people with mental illness. The role and function of the social worker in mental health settings is of primary concern. Promotes the application of social work values, ethics, and standards in work with mentally ill people from diverse backgrounds. Prerequisite: SWK 2307 and SWK 2317

Course Introduction

This course focuses on generalist social work practice with mentally ill populations; micro, mezzo, and macro level issues relating to mental health and illness are addressed. Moreover, evidence-based assessment and intervention are emphasized. Students will be introduced to the role and function of social workers in mental health settings including outpatient clinics and mental health institutions. Additionally, students will have an opportunity to critically evaluate the concept mental illness using an ecological paradigm and the person-in-environment perspective; specifically, students will have the opportunity to critically evaluate the biopsychosocial approach to the etiology, assessment, diagnosis, and treatment of people with mental illness. The strengths perspective will be introduced to students as it relates to social work in mental health; students will use the instructor's case study assignments to address these areas.

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)

It is essential that students have a thorough understanding of biopsychosocial theories of mental illness, and the equally important strengths perspective. A focus is placed on understanding how to critically apply theories and the strengths model to case vignettes.

Student Learning Outcomes/Course Competencies: Social Work Knowledge, Values, and Skills

EP 2.1.1 -- Identify as a professional social worker and conduct oneself accordingly.

Students will continue to develop their knowledge of professional social work and what it means to be a professional social worker in relationship to social work roles, functions, ethical standards, professional demeanor, the importance of life-long learning, the use of supervision and consultation, self-correction, and professional development. Students will gain knowledge of the professional values of the social work profession and gain skill using social work values and ethics to guide professional activities. Students will build upon their existing skills necessary to identify as professional social workers and conduct themselves accordingly in their behavior, appearance, and communication (written and oral).

EP 2.1.2 -- Apply social work ethical principles to guide professional practice.

Students will build upon their existing knowledge of the *NASW Code of Ethics* (and other appropriate social work codes of ethics) and their importance in social work practice. Students will recognize and manage personal values in a way that allows professional values to guide practice. Students will begin to learn the skills of applying their professional values to generalist social work practice in mental health care.

EP 2.1.3 -- Apply critical thinking to inform and communicate professional judgments.

Students will gain knowledge of what critical thinking is and how it can be applied in the area of mental health care. Students will learn the value of critical thinking as it relates to scientific inquiry, reasoned discernment, and its importance to competent social work practice in mental health care. Students will practice their critical thinking skills in written class assignments and discussion.

EP 2.1.4 -- Engage diversity and difference in practice.

Students will gain knowledge of how culture, social organization, and personal values may oppress, marginalize, alienate, or unjustly create power or privilege for people as such relates to mental health care. Students will recognize their own personal values and biases when working with diverse groups in efforts to respect the dignity and worth of every person and promote social justice in practice with mentally ill populations. Students will gain skills in recognizing and communicating differences between people. They will begin to gain skills necessary to respect the value of diversity, and recognizing clients as informants about various areas of diversity.

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EP 2.1.5 -- Advance human rights and social and economic justice.

Students will build knowledge of the forms and mechanisms of oppression and discrimination. Students will apply social work values to advocacy in efforts to promote social and economic justice. Students will learn skills to engage in generalist social work practice that advances social and economic justice for people with mental illness.

EP 2.1.6 -- Engage in research-informed practice and practice-informed research.

Students will gain knowledge of the social work literature (i.e., research) that can be used to inform generalist social work practice. Students will learn skills to apply practice experience in scientific inquiry. Students will incorporate social work values and ethics in their discussion of research informed practice and practice informed research relating to mental health care.

EP 2.1.7 -- Apply knowledge of human behavior and the social environment.

Students will gain the knowledge necessary to incorporate human behavior in the social environment across the lifespan to generalist social work practice relating to mental health care. Student will learn the skills necessary to apply biological, psychological, and social theories to generalist social work practice in mental health care. Students will learn the importance of employing social work ethics and the profession's core values to guide their application of human behavior in the social environment to generalist social work practice in mental health care.

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

Student will build upon their knowledge of social welfare policy and practice in generalist social work in mental health care. Students learn skills to advocate for policies that advance the social and economic well-being of all people. Students will learn to use social work values to guide their application of policies to generalist social work practice in mental health care.

EP 2.1.9 -- Respond to contexts that shape practice.

Students will gain knowledge of the dynamic nature of social work practice including evolving organizational, community, and social context in which generalist social work practice in mental health occurs. Students will learn to apply social work values in responding to the evolving context that shape generalist social work practice in mental health. Students will learn skills to artfully employ evidence-based practice strategies in evolving and dynamic contexts where generalist social work practice in mental health care occurs.

EP 2.1.10 -- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Students will gain the knowledge necessary to engage, assess, intervene, and evaluate client systems in mental health care. Students will apply professional values to generalist practice activities relating to mental health care. Students will discuss and learn skills necessary to engage, assess, intervene, and evaluate client systems in mental health care.

Course Materials

Required Texts:

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4th ed., text revision). Washington, DC: Author. ISBN: 0-89042-024-6

Corcoran, J., & Walsh, J. (2010). *Clinical assessment and diagnosis in social work practice* (2nd ed.). New York, NY: Oxford University Press. ISBN: 978-0-19-539886-1

Mechanic, D. (2008). *Mental health and social policy: Beyond managed care* (5th ed.). Boston, MA: Allyn & Bacon ISBN: 978-0-205-54593-3

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 978-1-4338-0561-5

NOTE: All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association (6th ed.).

Grading Information

Grading Scale:

90 – 100 = A
80 – 89 = B
70 – 79 = C
60 – 69 = D
59 or Below = F

Point Values and Description for Assignments and Examinations:

Professional Performance 10%

This is relevant to attendance and engaging in class activities, including frequency and quality.

PB1 Advocate for client access to the services of social work.

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- PB2 Practice personal reflection and self-correction to assure continual professional development.
- PB3 Attend to professional roles and boundaries.
- PB4 Demonstrate professional demeanor in behavior, appearance, and communication.
- PB7 Recognize and manage personal values in a way that allows professional values to guide practice.
- PB10 Apply strategies of ethical reasoning to arrive at principled decisions.
- PB11 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
- PB15 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
- PB16 Recognize and communicate their understanding of the importance of difference in shaping life experiences.

Examinations

40%

There will be four (4) examinations in this course and each are based on case vignettes that will be provided to you at the time of the examination. Each of these examinations is worth 10% of your total course grade.

- PB10 Apply strategies of ethical reasoning to arrive at principled decisions.
- PB11 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
- PB12 Analyze models of assessment, prevention, intervention, and evaluation.
- PB18 Understand the forms and mechanisms of oppression and discrimination.
- PB20 Engage in practices that advance social and economic justice.
- PB22 Use research evidence to inform practice.
- PB23 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
- PB24 Critique and apply knowledge to understand person and environment.
- PB29 Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
- PB30 Use empathy and other interpersonal skills.
- PB31 Develop a mutually agreed-on focus of work and desired outcomes.
- PB32 Collect, organize, and interpret client data.
- PB33 Assess client strengths and limitations.
- PB34 Develop mutually agreed-on intervention goals and objectives.
- PB35 Select appropriate intervention strategies.
- PB36 Initiate actions to achieve organizational goals.
- PB37 Implement prevention interventions that enhance client capacities.
- PB38 Help clients resolve problems.
- PB39 Negotiate, mediate, and advocate for clients.
- PB40 Facilitate transitions and endings.
- PB41 Critically analyze, monitor, and evaluate interventions.

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Case Vignette Reviews

40%

Each student will read and write four diagnostic case reviews; an outline of the content of these reviews will be provided in class. The papers should conform to the standards of the *Publication Manual of the American Psychological Association, 6th Edition* (2010). The length of the papers may vary, but should be no less than 4 pages, including the cover sheet and reference pages.

Plagiarism is the presentation of someone else's information as though it were your own. If you use the words or ideas of another person; or if you use material from any source--whether a book, journal, magazine, newspaper, business publication, broadcast, speech, electronic media, or any other source--you must acknowledge that source. Plagiarism on the term paper will result in the student not receiving credit for her/his term paper.

- PB10 Apply strategies of ethical reasoning to arrive at principled decisions.
- PB11 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
- PB12 Analyze models of assessment, prevention, intervention, and evaluation.
- PB18 Understand the forms and mechanisms of oppression and discrimination.
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Weekly Quizzes

10%

There will 10 weekly quizzes worth 10 percent of your total grade, and 10 percent of your total course grade.

- PB5 Engage in career-long learning.
- PB6 Use supervision and consultation.

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- PB8 Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.
- PB9 Tolerate ambiguity in resolving ethical conflicts.
- PB10 Apply strategies of ethical reasoning to arrive at principled decisions.
- PB11 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
- PB12 Analyze models of assessment, prevention, intervention, and evaluation.
- PB14 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
- PB15 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
- PB16 Recognize and communicate their understanding of the importance of difference in shaping life experiences.
- PB17 View themselves as learners and engage those with whom they work as informants.
- PB18 Understand the forms and mechanisms of oppression and discrimination.
- PB20 Engage in practices that advance social and economic justice.
- PB22 Use research evidence to inform practice.
- PB23 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
- PB24 Critique and apply knowledge to understand person and environment.
- PB25 Analyze, formulate, and advocate for policies that advance social well-being.
- PB27 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
- PB28 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
- PB29 Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
- PB30 Use empathy and other interpersonal skills.
- PB31 Develop a mutually agreed-on focus of work and desired outcomes.
- PB32 Collect, organize, and interpret client data.
- PB33 Assess client strengths and limitations.
- PB34 Develop mutually agreed-on intervention goals and objectives.
- PB35 Select appropriate intervention strategies.
- PB36 Initiate actions to achieve organizational goals.
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Course Policies

- Please do ask questions that are relevant to the course and feel free to utilize my office hours. I am here to help you and I want you to succeed.
- Classroom attendance and participation is necessary and expected. Students are responsible for understanding Angelo State University's Class Attendance Regulations, which is available on the web at: http://www.angelo.edu/forms/pdf/2010-2011_Undergraduate_Catalog.pdf
- All students are expected to follow the National Association of Social Workers [*Code of Ethics*](#).
- Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at: http://www.angelo.edu/forms/pdf/Honor_Code.pdf
- Make-up examinations will be considered on a case by case basis and will only be allowed for university approved absences.
- Late assignments are not accepted for any reason unless the reason is approved by the course instructor.
- Electronic devices, including cell phones, Blackberries, laptops, and so forth, are not to be turned on or used in class. If the use of these devices is detected by the course instructor, the particular student using the device will be asked to leave the class for that day.

Persons with Disabilities

Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to their being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made. Additional information can be found at:

http://www.angelo.edu/services/student_life/disability.html

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Course Schedule

Week/Dates	Lecture Topics/Readings/Assignments
Week 1 8/22-8/26	<p>Course Orientation</p> <p>Reading: Chapter 1 (Corcoran & Walsh); Chapter 1 (Mechanic)</p> <p>Lecture Topic: Introduction to Social Work and Mental Health Care; The Mental Health Care Professions</p>
Week 2 8/29-9/2	<p>Reading: Chapter 2 (Corcoran & Walsh); Chapter 2 (Mechanic)</p> <p>Lecture Topic: Social Work and the DSM-IV-TR; The PIE Perspective Versus the Medical Model; Definitions of Mental Health and Mental Illness</p> <p>Assignment: DSM-IV-TR Introductory Material (pp. xxiii - 36) Review</p>
Week 3 9/5-9/9 9/5 is Labor Day	<p>Reading: Chapter 3-4 (Mechanic)</p> <p>Lecture Topic: Conceptions of the Causes of Mental Illness</p>
Week 4 9/12-9/16	<p>Reading: Chapter 3 (Corcoran & Walsh); Chapter 5 (Mechanic)</p> <p>Lecture Topic: Intellectual Disability</p>
Week 5 9/19-9/23	<p>Reading: Chapter 5 (Corcoran & Walsh); Chapter 6 (Mechanic)</p> <p>Lecture Topic: Oppositional Defiant Disorder and Conduct Disorder</p> <p>Assignment: Case Review #1</p>
Week 6 9/26-9/30	<p>Reading: Chapter 6 (Corcoran & Walsh); Chapter 7 (Mechanic)</p> <p>Lecture Topic: Attention Deficit/Hyperactivity Disorder</p>
Week 7 10/3-10/7	<p>Reading: Chapter 7 (Corcoran & Walsh)</p> <p>Lecture Topic: Anxiety Disorders</p> <p>Exam 1: The Case of Neil, 10/3/2011</p>
Week 8 10/10-10/14	<p>Reading: Chapter 9 (Corcoran & Walsh); Chapter 8 (Mechanic)</p> <p>Lecture Topic: Depressive Disorders</p>

Course Schedule Continued on the Next Page

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Week 9 10/17-10/21	Reading: Chapter 10 (Corcoran & Walsh); Chapter 9 (Mechanic) Lecture Topic: Substance Use Disorders Assignment: Case Review #2
Week 10 10/24-10/28	Reading: Chapter 12 (Corcoran & Walsh) Lecture Topic: Bipolar Disorders Exam 2: The Case of Larry, 10/24/2011
Week 11 10/31-11/4	Reading: Chapter 13 (Corcoran & Walsh); Chapter 10 (Mechanic) Lecture Topic: Personality Disorders
Week 12 11/7-11/11	Reading: Chapter 14 (Corcoran & Walsh) Lecture Topic: Schizophrenia and Other Psychotic Disorders Assignment: Case Review #3
Week 13 11/14-11/18	Reading: Chapter 15 (Corcoran & Walsh) Lecture Topic: Cognitive Disorders Exam 3: The Case of Tammy, 11/14/2011
Week 14 11/21-11/25 11/24-11/25 is Thanksgiving	Reading: Chapter 11 (Mechanic) Lecture Topic: Summary Discussion #1 Assignment: Case Review #4
Week 15 11/28-12/2	Chapter 12 (Mechanic) Lecture Topic: Summary Discussion #2
Week 16 12/5-12/9	Exam 4: The Case of Kenda, Date/Time TBA