Angelo State University  
Department of Social Work  
SWK 6385: Advanced Practice in Mental Health

Course Dates, Time, and Location

Fall Semester, 2019: August 26, 2019 to December 13, 2019
HHS 104 6:00-8:50pm

Instructor Contact Information

Samuel C. Gallander, MSW, LCSW  
Clinical Instructor  
HHS Building, Office 318Y  
Office Phone: 325-942-2068  
E-Mail: samuel.gallander@angelo.edu

Office Hours: Tuesday and Thursday from 1-3pm or available by email.  
*** Please note that emails received after 6 pm will be answered the following day***

Course Description

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. Admission into the MSW program is required for this course.

Course Introduction

The purpose of this course is to gain the clinical knowledge, skills, and values to provide mental health service to individuals, families, and groups as a social worker. Students will learn the clinical usage of the biopsychosocial spiritual assessment, diagnosis, prevention, and treatment of mental health disorders through an ecological paradigm and the person-in-environment perspective. The goal of this class is to build upon a foundational study to prepare students for clinical field placements and future career opportunities to provide a better quality of life physically, psychologically, and socially to members of the community.

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Student Learning Outcomes/Course Competencies: Social Work Knowledge, Values, and Skills

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies, designed to eliminate oppressive structural barriers to ensure social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.
Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups,
organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

**Required Texts:**


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

Important Web links:


**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:*

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
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<tbody>
<tr>
<td>Professional Development</td>
<td>10%</td>
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<tr>
<td>DSM Changes Summary</td>
<td>20%</td>
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<tr>
<td>Recovery Papers</td>
<td>30%</td>
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<tr>
<td>Case Vignette Reviews</td>
<td>40%</td>
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**Total 100%**

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Professional Performance 10%

This is relevant to attendance; engaging in class activities, including frequency and quality; professional presentation; and any factors that would normally be evaluated in a professional social work setting. Essentially, ask yourself if what you are doing would be perceived as professional in an employment setting among social workers.

Please note that I view absences from class in the same way as an employer and coworkers may see absence from work. An absence may be excused for academic purposes (medical issues, deaths, school sports, etc) as it might at work, but in a professional setting, to miss work, you must take PTO, and once you run out of PTO/sick leave, if you miss work, you do not get paid. Missing a certain number of days often results in a write up. Also, missing work often requires other staff to pick up the excess work, clients go without assistance, etc. Therefore, any absence will result in point deductions in professional performance.

DSM-Changes Summary 20%

Students will read Chapter 2 of Corcoran and Walsh and then summarize the changes that have been made over time to the Diagnostic and Statistical Manual of Mental Disorders (DSM) over time. This assignment is meant to improve the student’s understanding of the changes in how mental health issues are viewed and categorized have developed over time. It is a summary only. The assignment is not to be longer than 3 pages. In order to accurately and sufficiently summarize the material in that length, the student will have to have a working knowledge of the material. Students must also read the introduction to the DSM-5 as a successful understanding of this portion of DSM will make it relatively easy for the student to understand diagnostic procedures, assessment, criteria, etc., later in the course.

Recovery Papers 30%

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. Students will research and select peer reviewed journal articles related to recovery from mental health issues. Search for articles that provide information 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).

Case Vignette Reviews 40%

Each student will write two diagnostic case reviews based on case studies provided to students by instructor; an outline of the content of these reviews will be provided to the 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 5 pages, including the cover sheet and reference pages.

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Students are expected to engage in substantial independent research over the issues addressed in the case. Case reviews will be thorough, realistic, based on sufficient and current evidence, and demonstrate considerable critical thinking. Students are encouraged to use the Bentley Walsh text as a reference for medications that work effectively for mental health patients and use Measures for Clinical Practice by Corcoran Fischer to accurately measure outcomes of interventions.

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.

Refer to Angelo State University’s Distance Education website for further technology requirements:
http://www.angelo.edu/distance_education

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.).

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:


- 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.

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- Electronic devices, including cell phones, 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.

**STUDENTS WITH DISABILITIES**

- “Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.”

- The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Office of Student Affairs, University Center, Room 112 at (325) 942-2047 or (325) 942-2211 (TDD/FAX) or by e-mail at studentservices@angelo.edu to begin the process. The Office of Student Affairs will establish the particular documentation requirements necessary for the various types of disabilities.

Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.

**Title IX at Angelo State University:**

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

**Online:** [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form)
**Face to Face:** Mayer Administration Building, Room 210
**Phone:** 325-942-2022
**E-Mail:** michelle.boone@angelo.edu

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325- 942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942- 2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.

COPYRIGHT POLICY

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

SYLLABUS CHANGES

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.
### Course Schedule

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<tr>
<th>Week/Dates</th>
<th>Lecture Topics/Readings/Assignments</th>
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| Week 1           | Review Syllabus  
Aug. 26 -30  
Read Chapter 1: Clinical Assessment and Diagnosis in Social Work Practice |
| Week 2           | Read Chapter 2: Social Work and the DSM: Person-in-Environment Versus the Medical Model  
Sept. 2-6  
**Labor Day Sep 2, 2019** |
| Week 3           | Read Chapter 3: Intellectual Disabilities  
Sept. 9-13  
**Assignment: DSM Changes Summary Due** |
| Week 4           | Chapter 4: Pervasive Developmental Disorders  
Sept. 16-20 |
| Week 5           | Read Chapter 5: Oppositional Defiant Disorder and Conduct Disorder  
Sept 23-27  
**Recovery Paper Due 6/19 end of day** |
| Week 6           | Chapter 6: Attention-Deficit/Hyperactivity Disorder  
Sept. 30-Oct 4 |
| Week 7           | Read Chapter 7: Anxiety Disorders  
Oct. 7-11  
**Case Vignette 1 Due 7/3 end of day** |
| Week 8           | Read Chapter 8: Eating Disorders  
Oct. 14-18 |

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<tr>
<th>Week 9</th>
<th>Oct. 21-25</th>
<th>Chapter 9: Depression</th>
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| Week 10| Oct. 28- Nov 1 | Read Chapter 10: Substance Use Disorders  
Recovery Paper Due 7/17 end of day |
| Week 11| Nov. 4-8   | Chapter 11: Sexual Disorders |
| Week 12| Nov 11-15  | Read Chapter 12: Bipolar Disorder |
| Week 13| Nov. 18-22 | Chapter 13: Personality Disorders  
Recovery Paper Due 7/31 end of day |
| Week 14| Nov. 25-29 | Read Chapter 14: Schizophrenia and other Psychotic Disorders  
Nov. 27-29 Thanksgiving Break |
| Week 15 | Read Chapter 15: Cognitive Disorders |
| Week 16 | Case Vignette 2 Due 8/7 end of day |

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