Course Dates, Time, and Location

Fall Semester, 2019: August 26, 2019 to December 13, 2019
Online

Instructor Contact Information

Anne M. Scaggs, EdD, MSW, LCSW
Assistant Clinical Professor of Social Work
E-Mail: anne.scaggs@angelo.edu

Office Hours: M-F 12:00 pm - to 2:00 pm and by appointment via Collaborate, Skype, or email

- Please note that emails received after 6 p.m. will be reviewed and may be answered the following morning.

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.

Additionally, students will have an opportunity to critically evaluate the concept of 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 affected by mental illness.
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.

**Required Texts:**


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:

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<tr>
<th>Assignment</th>
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<tr>
<td>Journals</td>
<td>15%</td>
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<tr>
<td>DSM Changes Summary</td>
<td>15%</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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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Journals

There will be 5 journal submissions worth 15 percent of your grade. Journal submissions will be graded on the following criteria: Critical thinking, Integration of course content, and Grammar, Spelling, and Punctuation.

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).

The following are suggestions 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

**DSM-Changes Summary** 15%

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.

**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.
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.

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: 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](http://www.angelo.edu/services/student_life/disability.html)

Course Schedule

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<th>Week/Dates</th>
<th>Lecture Topics/Readings/Assignments</th>
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<tr>
<td>Week 1</td>
<td>Read Chapter 1: Introduction</td>
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<tr>
<td>Aug. 26-30</td>
<td>Please Introduce Yourself to the class via Self Introduction Discussion</td>
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<td>Week 2</td>
<td>Read Chapter 2: Social Work and the DSM: Person-in-Environment Versus the Medical Model</td>
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<tr>
<td>Sept. 2-6</td>
<td>Assignment: DSM Changes</td>
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<td>Sept. 2 is Labor Day</td>
<td>Summary Due 9/6 end of day</td>
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<td>Week 3</td>
<td>Read Chapter 3: Intellectual Disabilities</td>
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<td>Sept. 9-13</td>
<td>*From YouTube, View: I have one more chromosome than you. So what?</td>
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<td>Journal 1: Write about an experience you had involving a person with intellectual disabilities. Reflect on how you felt about that person and discuss how your perceptions of those with IDD may have impacted your interactions. Have your perceptions changed over the years? If so, how? Due 9/13 end of day</td>
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| Week 4 | Read Chapter 4: Pervasive Developmental Disorders  
Recovery Paper 1 Due 9/20 end of day |
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| Week 5 | Read Chapter 5: Oppositional Defiant Disorder and Conduct Disorder  
*From YouTube, View: Oppositional Defiant Disorder, Conduct Disorder, & Antisocial Personality Disorder and Parent Management Training for ODD, ADHD, and Conduct Disorder* |
| Week 6 | Read Chapter 6: Attention-Deficit/Hyperactivity Disorder  
Journal 2: Has your life been touched by someone dealing with a mental health or substance abuse issue? If so, how do you believe that will impact your work with clients who have those issues and what additional knowledge would you like to have? If you have no personal experience with mental health or substance abuse issues, what do you believe will help you better meet the needs of your clients who are living with one of both of those issues? Due 10/4 end of day |
| Week 7 | Read Chapter 7: Anxiety Disorders  
*From YouTube, View: How to cope with anxiety | Olivia Remes | TEDxUHasselt and Living with High Functioning Anxiety | Jordan Raskopoulos | TEDxSydney* |
| Week 8 | Read Chapter 8: Eating Disorders  
Recovery Paper 2 Due 10/18 end of day |
| Week 9 | Read Chapter 9: Depression  
*From YouTube View: Living Through Depression: Julia’s Story and Most Powerful Speech by Man Who Survived Jump From Golden Gate Bridge | Kevin Hines*  
Journal 3: After viewing the YouTube videos, discuss which video impacted you more and why. Due 10/25 end of day |
| Week 10 | Read Chapter 10: Substance Use Disorders  
*From YouTube View: Everything You Think You Know About Addiction is Wrong – Johann Hari* |
| Week 11  | Nov. 4-8 | Read Chapter 11: Sexual Disorders  
Journal 4: Do you have any preconceived ideas, biases, or opinions about Sexual Disorders? Reflect upon those ideas, biases, and/or opinions and discuss how you will manage those things when working with clients. Due 11/8 end of day |
|---------|---------|---------------------------------------------------------------------------------|
| Week 12 | Nov. 11-15 | Read Chapter 12: Bipolar Disorder  
*From YouTube, View: The mental illness and bipolar video you need to watch*  
Recovery Paper 3 Due 11/15 end of day |
| Week 13 | Nov. 18-22 | Read Chapter 13: Personality Disorders  
*From YouTube, View: What a Borderline Personality Disorder (BPD) Episode Looks Like*  
Journal 5: Which mental health or substance use disorder do you feel will be most difficult for you to deal with in a client. Discuss why you feel this way and how you will manage those feelings. Due 11/22 end of day |
| Week 14 | Nov. 25-29 | Read Chapter 14: Schizophrenia and other Psychotic Disorders  
*From YouTube, View: AFTER WINTER : A Real-Life Schizophrenia Treatment Story*  
Thanksgiving Holiday 11/27-11/29 |
| Week 15 | Dec. 2-6 | Read Chapter 15: Cognitive Disorders  
Case Vignette 2 Due 12/6 end of day |
| Week 16 | Dec. 9-13 | |