Instructor: Joel L. Carr, Ph.D., LCSW-S, LPC-S
Email: joel.carr@angelo.edu
Phone: (325) 486-6881
Office: Health and Human Services Building, Office 318P
Office Hours: M, R 10:00 to 12:00 and T, W 14:00 to 17:00
Section 010 Class Days, Times, and Location: R 18:00 to 20:50
Section D10 Live Collaborate Session: R 18:00 to 20:50 (Live Attendance is Optional)

Course Information

6385 Advanced Social Work Practice in Mental Health (3-0). This course focuses on assessment and intervention with those experiencing acute and chronic mental health issues and disabilities. Course content addresses the delivery of services to various populations (children, adolescents, and adults), service delivery systems (community, mental health, managed care), and a wide variety of problems. Additional topics include well-being, ethics, case management, treatment planning, the current edition of the DSM, and substance abuse.

Course Credits
3 credit hours

Prerequisite and Co-requisite Courses
None

Prerequisite Skills
Accessing Internet websites, working knowledge of the APA’s writing style, using ASU Library resources, using Blackboard, and proficiency with Microsoft Word, Excel, and PowerPoint are expectations of the course.
Program Outcomes

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 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.

### Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>By completing all course requirements, students will be able to:</td>
<td></td>
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</tr>
<tr>
<td><strong>Demonstrate the ability to professionally and ethically utilize the DSM-5 in practice.</strong></td>
<td>DSM-5 Section I and Appendix Critical Review Paper</td>
<td>Competency 1</td>
</tr>
<tr>
<td><strong>Recognize individual differences in assessment, diagnosis, and planning, and intervention.</strong></td>
<td>Research Paper</td>
<td>Competency 2</td>
</tr>
<tr>
<td><strong>Demonstrate the importance of initial and ongoing assessment in the diagnostic process.</strong></td>
<td>Vignette-Based Examinations</td>
<td>Competency 7</td>
</tr>
</tbody>
</table>

### Course Delivery

Face-to-face sections of this course have learning resources and supplemental materials posted in Blackboard. The course site can be accessed at ASU's Blackboard Learning Management System.

Online sections of this course will be delivered via the Blackboard Learning Management System. The course site can be accessed at ASU's Blackboard Learning Management System.

### Required Texts and Materials


NOTE: All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association (7th ed.).

Recommended Texts and Materials

NASW Code of Ethics
Texas Behavioral Health Executive Council

Technology Requirements
Testing via Respondus™ Monitor
You will need access to Blackboard, Angelo State University’s learning platform. Access to examinations will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor. Use of another electronic device is prohibited.

If you have any technical problems associated with the test (i.e. webcam problems, lock down browser problems) you should contact the IT Department. The IT Service Department is open M-F from 8-5 and the number is (325) 942-2911. If you call any time after 5 or on the weekend, most likely you will not be able to get assistance until the following weekday, so please plan accordingly.

To participate in one of ASU’s distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Refer to Angelo State University’s Distance Education website for further technology requirements: Angelo State University’s Distance Education Website

Topic Outline
Course Introduction
DSM-5 Section I
Communication

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday; working hours are defined as Monday through Friday (with the exception of university approved holidays) between 0800 and 1700. Weekend and/or holiday messages may not be returned until the next work day.

Written communication via email: All e-mail will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Collaborate, E-Mail, etc.

Grading

Evaluation and Grades

Course grades will be determined as indicated in the table below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent/Points of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSM-5 Section I and Appendix Critical Review Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>50%</td>
</tr>
<tr>
<td>Vignette-Based Examinations</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grading System

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

- A = 90.00-100 points
- B = 80.00-89.99 points
- C = 70.00-79.99 points
- D = 60.00-69.99 points
- F = 0-59.99 points
Teaching Strategies

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

Assignment and Activity Descriptions

DSM-5 Section I and Appendix Critical Review Paper (25%)

Students must read Section I and the Appendix of the DSM-5 and critically review theses sections of the manual. Understanding of these sections of the DSM-5 are key to the professional and ethical use of the DSM-5. This assignment is meant to improve the student’s ability to navigate and professionally use the DSM-5, and gain an understanding of the development in how mental health issues have been viewed and categorized. This is a critical summary paper assignment. The paper will be a minimum of 10 pages in length including title page and references. In order to accurately and sufficiently summarize the material in that length, the student will have to have a working knowledge of the material. The DSM-5 will need to be refenced as well as other relevant sources; additionally, five (5) peer-reviewed references are required. Consider the below:

I. Introduction
II. Section II
III. Appendix
IV. Discussion of the Ethical and Professional Use of the DSM-5
V. Conclusion

Research Paper (50%)

Each student will write a research paper over a specific mental disorder covered in this course no less than 20 total pages in length incorporating all elements of the general intervention model. The term paper must include at least 20 peer-reviewed journal articles as references; other references are acceptable as needed. The research paper must conform to the most recent publication manual of the American Psychological Association. Consider the following:

I. Introduction to the Paper
II. The Specific Mental Disorder
   A. History
B. Epidemiology
   1. Prevalence
   2. Race-, Class-, Gender-Related Diagnostic Issues
   3. Culture-Related Diagnosis Issues
C. Associated Features, Symptoms, and Prototypical Presentation
   1. Features
   2. Symptoms and Prototypical Presentation
   3. Differential Diagnostic Considerations
   4. Common Comorbidity
   5. Functional Consequences
D. Development and Course
E. Risk and Prognostic Factors
F. Suicide Risk
G. Research Supported Etiological Theories
H. Research Supported Theoretical Conceptualization

III. Assessment
   A. Biopsychosocial
   B. Standardized Instruments
   C. Behavioral/Functional
   D. Conceptualization of the Diagnostic Process

IV. Best Practices in Treatment
   A. Modalities
   B. Biopsychosocial
   C. Prognosis

V. Conclusion

Vignette-Based Examinations (25%)
Each student will write two examinations that are diagnostic case reviews based on vignettes provided by the instructor. Books, notes, and other resources may not be used; you will have one (1) attempt. These examinations will be written in Blackboard using Respondus Lockdown Browser/Monitor and will contain the following information:

I. Symptom Review
II. Proposed use of Rapid Assessment Instruments for Symptom Qualification and Practice Evaluation
III. Case Formulation
IV. Differential Diagnosis and Rationale
V. Known Strengths and Risks
Assignment Submission
All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at joel.carr@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

Late Work or Missed Assignments Policy
The course is set up on weekly modules. The week begins on Sunday and ends on Saturday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Failure to submit your assignments on the assigned date will result in no credit awarded for the assignment. No papers or postings will be accepted after the due date indicated in the syllabus unless the late assignment is due to a university approved absence defined in the graduate catalog.

Make-up work will be considered on a case by case basis and will only be allowed for university approved absences.

General Policies Related to This Course
All students are required to follow the policies and procedures presented in these documents:

- Angelo State University Student Handbook
- Angelo State University Catalog

Student Responsibility and Attendance
For Face-to-Face Sections: This is a face-to-face class. Attendance is expected and required. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 10 study hours per week on average.
For Online Sections: This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately complete assignments. In order to complete this course successfully, you do have to participate in all course activities (i.e. discussion boards, course projects, reflective logs, etc.). Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 10 study hours per week on average. Note: There will be weekly collaborate sessions held in this course for you to ask questions and interact in real time with the course instructor and your classmates. These collaborate sessions will be recorded and posted in the course modules for students who need or desire a pure asynchronous experience.

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university’s Statement of Academic Integrity.

Accommodations for Students with Disabilities

ASU 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 of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

Plagiarism

Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.

Student Absence for Observance of Religious Holy Days

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

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.
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
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu

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.

Course Schedule

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 23AUG-28AUG</td>
<td>Course Introduction</td>
</tr>
<tr>
<td></td>
<td>Topic: The DSM-5</td>
</tr>
<tr>
<td>Week/Date</td>
<td>Topic/Assignments/Assessments DUE</td>
</tr>
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</tr>
<tr>
<td></td>
<td>Reading: DSM-5, pp. xii to 25 (Front Matter and Section I); Measures for Clinical Practice, Vols. 1 (pp. ix to 71), and 2 (pp. ix to 5)</td>
</tr>
<tr>
<td>Week 2 29AUG-4SEP</td>
<td>Topic: The DSM-5 Continued</td>
</tr>
<tr>
<td></td>
<td>Reading: DSM-5 (Section III and Appendix)</td>
</tr>
<tr>
<td>Week 3 5SEP-11SEP</td>
<td>Topic: Neurodevelopmental Disorders</td>
</tr>
<tr>
<td>6SEP is Labor Day</td>
<td>Reading: DSM-5 (Section II, Neurodevelopmental Disorders); Bently &amp; Walsh (Chapters 1 &amp; 2)</td>
</tr>
<tr>
<td>Week 4 12SEP-18SEP</td>
<td>Topic: Schizophrenia Spectrum and Other Psychotic Disorders</td>
</tr>
<tr>
<td></td>
<td>Reading: DSM-5 (Section II, Schizophrenia Spectrum and Other Psychotic Disorders); Bently &amp; Walsh (Chapter 3)</td>
</tr>
<tr>
<td>Week 5 19SEP-25SEP</td>
<td>Topic: Bipolar and Related Disorders; An Introduction to Psychopharmacology</td>
</tr>
<tr>
<td></td>
<td>Reading: DSM-5 (Section II, Bipolar and Related Disorders); Bently &amp; Walsh (Chapter 4)</td>
</tr>
<tr>
<td>Week 6 26SEP-2OCT</td>
<td>Topic: Depressive Disorders</td>
</tr>
<tr>
<td></td>
<td>Reading: DSM-5 (Section II, Depressive Disorders)</td>
</tr>
<tr>
<td></td>
<td>Assignment: DSM-5 Section I and Appendix Critical Review Paper, Due 2OCT at 23:59</td>
</tr>
<tr>
<td>Week 7 3OCT-9OCT</td>
<td>Topic: Anxiety Disorders</td>
</tr>
<tr>
<td></td>
<td>Reading: DSM-5 (Section II, Anxiety Disorders); Bently &amp; Walsh (Chapter 5)</td>
</tr>
<tr>
<td>Week 8 10OCT-16OCT</td>
<td>Topic: Obsessive-Compulsive and Related Disorders; Making Referrals for Psychopharmacological Therapy</td>
</tr>
<tr>
<td></td>
<td>Reading: DSM-5 (Section II, Obsessive-Compulsive and Related Disorders); Bently &amp; Walsh (Chapter 6)</td>
</tr>
<tr>
<td>Week 9 17OCT-23OCT</td>
<td>Mid-Term Exam, Due 23OCT2021 at 23:59</td>
</tr>
<tr>
<td>Week/Date</td>
<td>Topic/Assignments/Assessments DUE</td>
</tr>
<tr>
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<tr>
<td>Week 10 24OCT-30OCT</td>
<td>Topic: Trauma- and Stressor-Related Disorders; Medication Education</td>
</tr>
<tr>
<td></td>
<td>Reading: DSM-5 (Section II, Trauma- and Stressor-Related Disorders); Bently &amp; Walsh (Chapter 7)</td>
</tr>
<tr>
<td>Week 11 31OCT-6NOV</td>
<td>Topic: Disruptive, Impulse-Control, and Conduct Disorders; Medication Monitoring</td>
</tr>
<tr>
<td></td>
<td>Reading: DSM-5 (Section II, Disruptive, Impulse-Control, and Conduct Disorders); Bently &amp; Walsh (Chapter 8)</td>
</tr>
<tr>
<td>Week 12 7NOV-13NOV</td>
<td>Topic: Substance-Related and Addictive Disorders; Medication Adherence</td>
</tr>
<tr>
<td></td>
<td>Reading: DSM-5 (Section II, Substance-Related and Addictive Disorders); Bently &amp; Walsh (Chapter 8)</td>
</tr>
<tr>
<td>Week 13 14NOV-20NOV</td>
<td>Topic: Neurocognitive Disorders</td>
</tr>
<tr>
<td></td>
<td>Reading: DSM-5 (Section II, Neurocognitive Disorders)</td>
</tr>
<tr>
<td></td>
<td>Assignment: Research Paper, Due 20NOV at 23:59</td>
</tr>
<tr>
<td>Week 14 21NOV-27NOV</td>
<td>Topic: Personality Disorders</td>
</tr>
<tr>
<td>24NOV-26NOV is Thanksgiving</td>
<td>Reading: DSM-5 (Section II, Personality Disorders); Bently &amp; Walsh (Chapter 10)</td>
</tr>
<tr>
<td>Week 15 28NOV-4DEC</td>
<td>Topic: Other Conditions That May Be a Focus of Clinical Attention</td>
</tr>
<tr>
<td></td>
<td>Reading: DSM-5 (Section II, Other Conditions That May Be a Focus of Clinical Attention)</td>
</tr>
<tr>
<td>Week 16 5DEC-10DEC</td>
<td>Final Exam, Due 08DEC2021 at 23:59</td>
</tr>
</tbody>
</table>

**Student Evaluation of Faculty and Course**

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences.
Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

The Student Learning Outcome’s that are considered “essential” include:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

End of Syllabus

1 https://www.angelo.edu/student-handbook/
2 https://www.angelo.edu/catalogs/
3 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
4 https://www.angelo.edu/services/disability-services/
5 https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
6 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
7 https://www.angelo.edu/dept/writing_center/academic_honesty.php
8 https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of