



MIDWESTERN STATE UNIVERSITY

A Member of the Texas Tech University System

Course Syllabus: Mental Health in Social Work SOWK 3343 Thursday 8:00-9:20 Bridwell Hall Bldg. Rm. 205 Fall 2023 August 28, 2023 – December 16, 2023

Contact Information

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Course Rationale

This course will focus on social work with individuals who suffer from mental illness. A knowledge base about the mental health practice in the social work field with an ecological approach, strengths perspective, and systems theory to determine what biopsychosocial factors contribute to the client's problems, as well as factors that may be useful in intervention planning.

Despite one's career direction within the field of social work, practitioners in today's arena are more than likely to encounter clients with mental illness. This makes the study of mental health an important knowledge base in social work. Many individuals seek help directly for emotional or psychological disturbances; others will find help indirectly through their involvement in the social service delivery system. Thus, the ability to discern the nature of patterns of psychological adjustment becomes a prerequisite of social work intervention, regardless of the social worker's role (primary or secondary) in the helping process. The current emphasis on networking and interdisciplinary team approaches demands a working knowledge of the theories and practice issues in the field of abnormal behavior.

Course Description

The purpose of this course is to provide students a knowledge of DSM mental health disorders from a social work perspective. Students will understand their roles and functions as social workers in various fields dealing with individuals that have mental health problems. Students will demonstrate understanding of the biological, neurological, psychological, and social aspects of a person's life as part of a diagnostic process.

Students will understand the biopsychosocial framework with importance of biogenetic, psychological, social, and environmental factors in understanding human behavior. Students will demonstrate knowledge of the biological component, addressing relationships among factors that include normal biology, disease processes, genetic influences, and their relationship to the person's biological functioning. Students will develop skills in establishing rapport and building relationships with mental health clients, how to assess a client's mental health needs, and appropriate intervention plan that addresses client's mental health needs. Students will demonstrate knowledge of the diversity, cultural, political influences, coping methods and factors for a basis of strengths, resiliency, and resources. The application of ethics and the use of personal and professional values, judgement and behavior when working with individuals that suffer from a mental illness.

Course Objectives

1. Apply the Code of Ethics and other relevant laws, regulations, and models for ethical decision-making with individuals that struggle with mental health disorders (Knowledge, Values, Skills, Cognitive & Affective Processes)
2. Identify and Assess how social welfare and economic policies impact well-being, service delivery and access to social services. (Knowledge, Value, Skills)
3. Apply knowledge of human behavior and the social environment, person in the environment, and other multidisciplinary frameworks to engage, assess and intervene with individuals. (Knowledge, Values, Skills, Cognitive & Affective Processes)
4. Use empathy, personal reflection, and interpersonal skills effectively to engage individuals. (Knowledge, Values, Skills, Cognitive & Affective Processes)
5. Ability to use methods of assessment with diverse clients to advance practice effectiveness. Knowledge, Values, Skills, Cognitive & Affective Processes)
6. Ability to critically assess the biological, psychological (including cognitive), and social systems variables. (Knowledge, Values, Skills, Cognitive & Affective Processes)
7. Ability to select appropriate intervention strategies based on the biopsychosocial assessment, and develop mutually agreed-on goals and objectives based on individual strengths, needs and challenges. (Knowledge, Values, Skills, Cognitive & Affective Processes)

8. Recognize the beneficial outcomes of interdisciplinary and interprofessional collaboration. (Knowledge, Values)
9. Demonstrate knowledge of DSM 5 mental health disorders. (Knowledge, Values, Skills)
10. Demonstrate understanding of the biological, psychological, cognitive, social affects mental health disorders have on the individual, family, and community. (Knowledge, Values, Skills)
11. Apply empathy, interpersonal skills, and communication skills with individuals that are exhibiting mental health symptoms. (Knowledge, Values, Skills, Cognitive & Affective)
12. Demonstrate knowledge and ability with using screening tools. (Knowledge, Skills)
13. Demonstrate knowledge and ability in completing mental status exams. (Knowledge, Skills, Cognitive & Affective)

| Core Competencies | Course Objectives | Practice Behaviors | Assignments |
|---|---------------------------|---|--|
| Demonstrate Ethical and Professional Behavior | All the course objectives | Practice personal reflection and self-correction; attend to professional roles and boundaries | Case study discussions, Reflection activities, role play activities, quizzes, and final exam |
| Engage Diversity and Difference in Practice | All the course objectives | Distinguish, appraise, and integrate multiple-sources of knowledge | Case study discussions, Reflection activities, role play activities, quizzes, and final exam |
| Engage in Policy Practice | Objectives 1, 2 & 3 | Identify social policy at all level that affects well-being, service delivery, and access to social services | Class activities, class discussions, quizzes, and final exam |
| Engage with Individuals, Families, Groups, Organizations, and Communities | All the course objectives | Demonstrate understanding to apply theoretical framework knowledge and use of empathy, reflection, and interpersonal skills; effectively engage | Role play, quizzes, final exam, and Biopsychosocial Assignment |

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|--|---------------------------|--|--|
| | | diverse clients and constituencies | |
| Assess Individuals, Families, Groups, Organizations, and Communities | All the course objectives | Collect and organize data and apply critical thinking, analyze assessment data, develop goals and objectives | Role play, quizzes, final exam and Biopsychosocial (including mental status exam) Assignment |
| Intervene with Individuals, Families, Groups, Organizations, and Communities | All the course objectives | Critically choose and implement intervention to achieve practice goals | Class activities, discussions, quizzes, final exam and Biopsychosocial Assignment |

TEXTBOOK & INSTRUCTIONAL MATERIAL

Susan W. Gray (2016). Psychopathology (4th ed.) Cengage Learning.

Course Delivery

This course has been planned as a hybrid class which will include on line and a face-to-face. The class will meet in its regularly scheduled room every Thursday at 8:00am. Course delivery or course format may change if Midwestern State University campus operations are required to change. Should that be necessary, students will be advised of the changes.

Course Instruction Methods and Policy

This course will be taught through lectures and on-line course work. It is the responsibility of the student to attend and take notes of the lecture, read the assigned chapters, watch assigned movies, complete discussion board questions, complete assignments, and test on dates they are due.

Course Assignments

Students will be required to complete assigned reading, assigned movies, assignments, in class quizzes, weekly discussion board and case study discussion participation in class. Some discussion board questions and assignments require that you watch an assigned movie. A list of movies with further information and instructions will be provided. There will be a quiz at the beginning of class every Thursday. The quiz will consist of either fill in the blank, mix and match or a short essay. There will be a final exam at the end of the semester which will consist of multiple-choice questions.

Discussion Board Participation

The discussion board is a mandatory component of this course. The instructor will post question(s) on the discussion board related to the assigned chapters from the textbook or from assigned movie options. **Students are responsible to read instructions and rubric for each discussion.** Discussion posts will be available Fridays at 8:00am and due Wednesdays at 10:30pm. Students are expected to write formally (no shorthand or text messaging abbreviations) and use APA format and referencing where appropriate. Lack of thoughtful content, or using poor writing skills may negatively impact the points received for each discussion.

The discussion board is a formal assignment and 20% of your overall grade.

Quizzes

Students will complete assigned quizzes at the beginning of Thursday morning class. Quizzes will be over the assigned chapters from your textbook as indicated in the course schedule. **Quizzes are 20% of your overall grade.**

Final Exam

The final exam will be multiple choice over all textbook chapters. The final exam will be posted in D2L. **The final exam is 20% of your overall grade.**

Late Work/Make Up Work/Tests

Late work will not be accepted. A grade of zero (0) will be recorded for the discussion, quiz, assignments, or exams that is not completed by the deadline. You will not be able to make up any missed work. A grade of zero (0) will be recorded for the missed work.

ASSIGNMENT # 1: Due – November 4th

Complete a Biopsychosocial Assessment on approved movie of choice. Refer to pages 25-28 in your text for additional assessment information to be obtained. Include a treatment plan with a measurable goal and objective and at least one resource option in our community that may be beneficial. The assessment should be 2 to 4 pages, typed double spaced with a cover sheet. Reference the movie. **Assignment 1 worth 20% of overall grade.**

ASSIGNMENT # 2: Due – November 25th

Select any “star” or famous person that you believe has a clinical disorder. For example; movie star, musician, politician, historical figure, athlete, artist, or even a criminal. Do not to select a family member, friend - or even a professor - or anyone else in the local community. Gather data from a variety of sources including books, popular magazines, Internet sites, and even television interviews. The material gathered should be congruent with existing evidence about the selected person’s behaviors and symptoms. The subject you choose to write about must be approved before starting this assignment. Note in your paper that this is a course assignment as a part of professional training and that at this point in your professional development you are not yet qualified to perform evaluations to diagnose with the DSM. This paper will require APA style formatting when citing a source and reference list. **Assignment 2 worth 20% of overall grade.**

Assignment requirements and instructions will be discussed in class. Rubric will be provided in D2L for each assignment.

Tutoring Assistance

For writing assistance take advantage of the Tutoring and Academic Support Program which is located on the first floor of the Moffett Library. For more information about tutoring and other services offered, visit the [TASP website](#).

Grading

Table 1: The student’s achievement will be evaluated based on written assignments, class exams and class participation.

| Assignments | Weight |
|------------------|--------|
| Discussion Board | 20% |
| Assignment 1 | 20% |
| Assignment 2 | 20% |
| Quizzes | 20% |
| Final Exam | 20% |

Table 2: Weighted average will be used to calculate final grade.

| Grade | Points |
|-------|--------------|
| A | 90-100 |
| B | 80-89 |
| C | 70-79 |
| D | 60-69 |
| F | Less than 60 |

Social Work Program Grade Policy

A course grade of below a C or an average of below 70% will be considered a failing grade. Students must repeat social work courses in which they receive a grade of D or F.

Important Dates

Last day for term schedule changes: August 28-31

Deadline to file for graduation: **September 25 for December Graduation, October 2 for May Graduation**

[Last Day to drop](#) with a grade of "W:" 4:00pm October 30

Refer to: [Drops, Withdrawals & Void](#)

Desire-to Learn (D2L)

Use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a source of communication regarding assignments, examination materials and general course information. You can log into D2L through the MSU Homepage. Please email D2Lhelp@msutexas.edu if you require any assistance.

Social Work Program Attendance Policy

Students are allowed three excused absences as defined by the MSU absence policy. For an absence to be excused the student must inform the instructor of the reason for the absence and provide documentation supporting the need for the class absence. A student who has missed five classes (including the three excused absences) will receive a lower letter grade. After six absences the student will be dropped from the class. If the sixth absence were to happen after the last day for "W" the student will receive a grade "F."

It is expected that students attend every class. If unable to attend class, please inform the instructor before the class starts (or before class time). If unable to attend class due to an emergency, please inform the instructor as soon as possible. Please note that *for each "uninformed class absence" 5 points will be taken off the final points. Please note that the instructor should be informed directly via email or office phone. In case of an emergency, please inform the instructor as soon as possible. Coming late to class and leaving early from class without any prior notice will also have an adverse impact on attendance and participation grades.

Professional Expectations of Student Behavior

Midwestern State University Department of Social Work is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. The Department of Social Work

also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. Given this context, all students in the social work program will be expected to exhibit the following ethical standards of behavior.

1. **Accountability:** Attend class, arrive on time, and return from break in a timely manner.

Participate in group activities and assignments at a comparable level to peers.

Complete work in a timely fashion and according to directions provided.

Come to class prepared, with readings and other homework completed.

2. **Respect:** Treat all your peers, your instructors and all those you encounter, with dignity and respect always. Listen while others are speaking. Give feedback to peers in a constructive manner. Approach conflict with peers or instructors in a cooperative manner. Use positive and nonjudgmental language.

3. **Confidentiality:** Treat any personal information that you hear about a peer or an instructor as strictly confidential. Maintain any information shared in class, dyads, or smaller groups within that unit. Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.) Never use names of clients or disclose other identifying information in the classroom.

4. **Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities. Come to class with books, handouts, syllabus, and pens. Seek out appropriate support when having difficulties to ensure success in completing course requirements. Take responsibility for the quality of completed tests and assignment. Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.

5. **Integrity:** Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities. Academic: Commit yourself to learning the rules of citing other's work properly. Do your own work and take credit only for your own work.

Acknowledge areas where improvement is needed. Accept and benefit from constructive feedback

Submission of Papers: Students will submit their written assignments on paper and electronically. Electronic copies will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.

6. **Diversity:** Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity. Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping. Exhibit a willingness to serve diverse groups of persons. Demonstrate an understanding of how values and culture interact.

7. Communication: Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and with creating client records. Demonstrate assertive communication with peers and instructors. Practice positive, constructive, respectful, and professional communications skills with peers and instructor: (body language, empathy, listening)
8. Social Justice: Strive to deepen your commitment to social justice for all populations at risk. Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups. Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.

Consequences of Unacceptable Behavior

The Department of Social Work may terminate a student's participation in the program based on professional non-suitability if the Department's faculty members determine that a student's behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics, the MSU of Social Work Student Manual, or the MSU Academic Policies and Regulations. Examples of violations that may lead to termination include (but are not limited to) the following:

1. Failure to meet or maintain academic grade point requirements as established by the University and the Social Work program.
2. Academic cheating, lying, or plagiarism (turnitin.com will be used to check the originality of the text).
3. Behavior judged to be in violation of the NASW Code of Ethics.
4. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.
5. Inappropriate or disruptive behavior toward colleagues, faculty, or staff (at the department or in the field placement).
6. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
7. Documented evidence of criminal activity occurring during course study.

For additional university-wide policies and regulations, see the MSU [Undergraduate Catalog](#). This web site contains information on grading, incomplete grades, cheating on exams, plagiarism, and expectations of student behavior.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. Two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

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 has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

Smoking/Tobacco Policy

Midwestern State University seeks to provide a safe, healthy, pleasant environment for its faculty, staff, and students. To this end, the use of tobacco products, including smoke and smokeless tobacco, and the advertising, sale, free distribution, and discarding of tobacco products shall be prohibited in all indoor and outdoor facilities and in all university vehicles. The policy extends to faculty, staff, students, vendors, guests, and visitors.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local state, and federal law for any offenses involving illicit drugs on university property or at university-sponsored activities.

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [Undergraduate Catalog](#).

Course Changes

Although much thought, study, and research has gone into designing the course and learning opportunities, often the most significant learning comes in unexpected moments. The instructor cannot predict these times but respond to them. Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Mental Health in Social Work-Course Schedule

| Weeks & Dates | Topic | Reading & Assignments |
|---|--|---|
| Week 1 August 28- September 2 | Introductions-Course Overview DSM-5: Approaches to the Assessment | Chapter 1 - Discussion 1 - In class quiz 1 |
| Week 2 September 3- September 9 | Neurodevelopment Disorders | - Chapter 2 - Movie/Discussion 2 - In class quiz 2 |
| Week 3 September 10- September 16 | Schizophrenia Spectrum and Other Psychotic Disorders | - Chapter 3 - Movie/Discussion 3 - In class quiz 3 |
| Week 4 September 17- September 23 | Bipolar and Related Disorders | - Chapter 4 - Movie/Discussion 4 - In class quiz 4 |
| Week 5 September 24- September 30 | Depressive Disorders | - Chapter 5 - Movie/Discussion 5 - In class quiz 5 |
| Week 6 October 1- October 7 | Anxiety Disorders Obsessive-Compulsive and Related Disorders | - Chapter 6 - Chapter 7 - Movie/Discussion 6 - In class quiz 6 |
| Week 7 October 8- October 14 | Trauma and Stress Related Disorders | - Chapter 8 - Movie/Discussion 7 - In class quiz 7 |
| Week 8 October 15- October 21 | Dissociative Disorders | - Chapter 9 - Movie/Discussion 8 - In class quiz 8 |

| Weeks & Dates | Topic | Reading & Assignments |
|--|---|---|
| Week 9 October 22- October 28 | Somatic Symptom and Related Disorders | - Chapter 10 - Discussion 9 - In class quiz 9 |
| Week 10 October 29- November 4 | Feeding and Eating Disorders Assignment I | - Chapter 11 - In class quiz 10 - Nov. 4th |
| Week 11 November 5- November 11 | Elimination Disorders Disruptive, Impulse-Control, and Conduct Disorders | - Chapter 12 - Chapter 13 - Discussion 10 - In class quiz 11 |
| Week 12 November 12- November 18 | Substance-Related and Addictive Disorders | - Chapter 14 - Discussion 11 - In class quiz 12 |
| Week 13 November 19- November 25 | Assignment II | - Due Nov. 25th |
| Week 14 November 26- December 2 | Neurocognitive Disorders | - Chapter 15 - Discussion 12 - In class quiz 13 |
| Week 15 December 3- December 8 | Personality Disorders | - Chapter 16 - Movie/Discussion 13 - In class quiz 14 |
| Week 16 December 9- December 16 | Final Exam | Over all chapters |

Please remember schedule may be adjusted/changed at the discretion of the instructor according to importance and class needs.