The University Of Toledo

Existing Graduate Course Modification Form

* denotes required fields

Contact Person*: `Mylo Jennings`   Phone: `530-4122`   (xxx - xxxx)   Email:
`mylo.jennings@utoledo.edu`

Present	**Proposed**
Supply all information asked for in this column.(Supply core, research intensive and transfer module info if applicable)	Fill in appropriate blanks only where entry differs from first column.

Present

College*: `College Soc Justice and Hum Serv ▼`

Dept/Academic Unit*:
`Criminal Justice, Social Work and Legal Specialities ▼`

Course Alpha/Numeric*: `SOCW` -
`6510`

Course Title:

`Social Work Practice In Mental Health`

Credit hours: Fixed: `3` or Variable: `     ` to `     `

CrossListings:

`                    `

`                                        `   Insert

To add a course, type in course ID and click the Insert button.

To remove a course, select the course on left and click the Remove button.

Remove

Prerequisite(s)(if longer than 50 characters, please place it in Catalog Description):

`All 5000-level courses, advanced standing status, and SOC`

Corequisite(s)(if longer than 50 characters, please place it in Catalog Description):

`SOCW 6110, or permission of instructor. Must take SOCW`

Catalog Description (*only if changed*) 75 words max:

Proposed

College: `--Select a College-- ▼`

Dept/Academic Unit: `--Select a Department-- ▼`

Course Alpha/Numeric: `                    ` -
`                    `

Course Title:

`Social Work Micro Practice in Mental Health`

Credit Hours: Fixed: `     ` or Variable: `     ` to
`     `

CrossListings:

`                    `

`                                        `   Insert

To add a course, type in course ID and click the Insert button.

To remove a course, select the course on left and click the Remove button.

Remove

Prerequisite(s)(if longer than 50 characters, please place it in Catalog Description):

`                                        `

Corequisite(s)(if longer than 50 characters, please place it in Catalog Description):

`                                        `

Catalog Description (*only if changed*) 75 words max:

Course provides an understanding of the social workers role in mental health practices. Included are major theoretical perspectives currently accepted in the field with an emphasis on strength and empowerment.

This course Provides MSW students with specialized knowledge about clinical practice in mental-behavioral health settings. The focus includes social works history of involvement with the primary prevention, diagnosis and treatment of mental and emotional disorders. Major emphasis is placed on social work practice at thise levels with emphasis on social and economic justice.

Has course content changed?   ○ Yes   ◉ No

If course content is changed, give a brief topical outline of the revised course below(less than 200 words)

Proposed effective term*: 201640   (e.g. 201140 for 2011 Fall)

File Type	View File
Syllabus	View

List any course or courses to be deleted.

Effective Date: [   ] 📅

Effective Date: [   ] 📅

Comments/Notes:

Only names & course descriptions are changing. These changes are so the titles and descriptions will be more in line with various state license board requirements.

Rationale:

Approval:

Department Curriculum Authority:	Wendi Goodlin-Fahncke	Date	2016/02/15
Department Chairperson:	Lois Ventura	Date	2016/02/25
College Curriculum Authority or Chair:	Barry W. Scheuermann	Date	2016/08/02
College Dean:	John Laux	Date	2016/08/09
Graduate Council:	Constance Schall (GC 10.18.2016)	Date	2016/10/18
Dean of Graduate Studies:	Amanda Bryant-Friedrich	Date	2016/10/26
Office of the Provost :	Marcia King-Blandford	Date	2016/10/27

print

Administrative Use Only

Effective Date: 2017/01/22 (YYYY/MM/DD)

CIP Code:

Subsidy Taxonomy: masters

Program Code:

Instructional Level:

Registrar's Office Use Only

Processed in Banner on: 2016/11/01

Processed in Banner by: Tasha Woodson

Banner Subject Code: SOCW

Banner Course Number: 6510

Banner Term Code: 201710

Banner Course Title: Social Work Micro Practice in Mental

Banner Subject Code: SOCW

Banner Course Number: 6510

Social Work Micro Practice in Mental Health

The University of Toledo
Social Work Program
COLLEGE OF SOCIAL JUSTICE AND HUMAN SERVICE
SOCW 6510 001

Instructor:	Mylo Jennings, PhD	**Class Location**:	(Insert building/Office #)
Email:	mylo.jennings@utoledo.edu	**Class Day/Time**:	(Insert Days and Time)
Office Hours:	(insert office hours)	**Lab Location**:	No Lab for this course
Office Location:	HS 2624	Lab Day/Time:	None
Office Phone:	419-530-4122	Credit Hours:	3.0
Term:	Fall 2016		

COURSE/CATALOG DESCRIPTION

This course Provides MSW students with specialized knowledge about clinical practice in mental/behavioral health settings. The focus includes social works' history of involvement with the primary prevention, diagnosis and treatment of mental and emotional disorders.

COURSE OVERVIEW

Presently, social workers fill more mental health positions in the U.S. than any other group of helping professionals. This course will address practice in prevention, assessment and intervention with people who have mental health problems. A range of intervention options and treatment approaches will be examined including consultation and education, psychotherapy, and case management. Special consideration will be given to the bio-psychosocial approach to intervention. Emphasis will also be placed on the provision of mental health services to individuals who are members of vulnerable, under-represented or oppressed groups. Thus include children, the elderly, women, members or ethnic minority groups, gay men and lesbian women, the several and persistently mentally ill, the homeless, HIV positive individuals, and those dually diagnosed as mentally ill and developmentally disabled or chemically dependent.

STUDENT LEARNING OUTCOMES

Competencies

Successful completion of this course indicates mastery of the following competencies and practice behaviors:

2.1.10 (d) ADVANCED - Evaluation with individuals, families, groups, organizations, and communities.

a. Identify and develop effective monitoring and evaluation strategies and tools for use at various systems levels, b. Implement evaluation strategies at various systems levels, c. analyze and apply results of evaluations to inform practice

11 ADVANCED - Apply knowledge and skills in the student's area of concentration

a. Demonstrate knowledge of concentration area (Child & Family or Mental Health) population and service delivery systems, b. demonstrate assessment skills appropriate to client systems served in the concentration area, c. exhibit intervention skills appropriate to client systems served in the concentration area, d. recognize evidence-based and emerging intervention strategies appropriate for serving populations in the concentration area.

12 ADVANCED - Engage in ethical practice in situations with competing values and interests

a. Analyze ethical practice through the lens of social and economic justice, b. demonstrate awareness of ethical dilemmas and competing values in practice settings, c. Exhibit ethical behaviors in practice

14 ADVANCED - Integrate eco-systems, strengths perspective, and empowerment perspectives into advanced practice theories and interventions

a. Understand the eco-systems, strengths perspective, and empowerment perspectives in social work practice situations, b. utilize the eco-systems, strengths perspective, and empowerment perspective in the process of assessment, interventions, and evaluation, c. Apply advanced practice theories that are relevant to particular client systems through the lens of eco-systems, strengths, and empowerment perspective

Course Objectives:

Upon successful completion of this course the student will be able to:

1. To explore variability among individuals and groups of individuals in regard to definitions of 'mental health" and/or 'mental illness."

2. To consider the impact of the social, political, and economic context on the definition and development of mental illness, and on access to and delivery of mental health services.

3. To gain an understanding of the nature and scope of "mental Illness" from a variety of theoretical orientations (e.g., psychoanalytic, systems, feminist, life-span development, cognitive).

4. To explore the impact of the biological revolution on the treatment of mental illness, and to be able to analyze and assess psychiatric disorders and psychosocial problems from the standpoint of the predominant biopsychosocial model.

5. To understand the nature and rationale for the use of various assessment and treatment modalities by social workers in mental health settings.

6. To understand the roles and tasks social workers perform in various mental health settings, including clinician, educator, consultant, case manager, client advocate, and administrator.

7. To explore the relationship of social workers to other helping professionals, to paraprofessionals and members of the mutual assistance and self-help community.

8. To examine key values and confront ethical dilemmas that exists for social workers who practice in the mental health field.

9. Understand the use of psychotropic medication and the social worker's role in medication management.

10. Recognize the specific mental health/illness concerns at various life stages from childhood through old age.

TEACHING STRATEGIES

While the format for this course will include lectures, there will also be ample opportunities for us to create a "learning community" via small group activities, class discussion and assigned in-class exercises. Each of you brings unique life experiences and knowledge from which we all can learn. To optimize our opportunities to learn from each other, our learning community must be a safe place for expressing a plurality of viewpoints. As we explore topics throughout this course, I fully expect and hope that differing opinions will be generated and that we will challenge each other to view issues from new and different perspectives. Our differences must be discussed in a way that respects all individuals' contributions and that is consistent with the NASW Code of Ethics.   Any information shared by anyone participating in this course which is protected under legal codes or the NASW Code of Ethics must be treated in accordance with legal and ethical standards.

PREREQUISITES AND COREQUISITES

Prerequisite: All 5000-level courses, advanced standing status, and SOCW 6140.

Corequisite: SOCW 6110, or permission of instructor. Must take SOCW 6560 concurrently

REQUIRED TEXTS AND ANCILLARY MATERIALS

Required Texts:

Prochaska, James O. and John C. Norcross (2014). Systems of Psychotherapy: A Transtheoretical Analysis, 8th Edition. Belmont, CA, Brooks/Cole.

Bently, Kia J. and Josheph Walsh (2014). The Social Worker and Psychotropic Medication: Toward Effective Collaboration with Clients, Families, and Providers, Fourth Edition, Belmont, CA, Brooks/Cole.

Recommended:

American Psychiatric Association (2013). DSM-5: Diagnostic and Statistical Manual of Mental Disorders, fifth Edition. Washington, D.C.: Author.

Selected Readings: Other readings may be assigned by the instructor throughout the semester

TECHNOLOGY REQUIREMENTS

This course is being offered via web assisted format via Blackboard thus a personal computer and internet connection is required. There are also ample university computer stations available.

UNIVERSITY POLICIES

Policy Statement on Non---Discrimination on the basis of Disability (ADA)   The University is an equal opportunity educational institution. Please read The University's Policy Statement

ACADEMIC ACCOMMODATIONS

The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course please contact the Student Disability Services Office.

ACADEMIC POLICIES

Academic dishonesty includes, but is not limited to, cheating and plagiarism. Examples of cheating include looking on another student's paper or answer key communicating with another student during a test. Plagiarism is defined as using someone else's work as one's own. This includes copying assignments from current or formerly enrolled students and copying or replicating material written by another person without giving them credit for the work. Breaches of academic and professional integrity are grave and serious acts. When the instructor becomes aware of academic dishonesty, she will investigate the allegation and follow the University's policy on academic dishonesty (see current catalog for a copy of the policy statement). Cheating or plagiarizing may result in penalties ranging from receiving a zero on an assignment or an F in the course to expulsion from the University.

COURSE EXPECTATIONS

Individual issues: `Please take advantage of opportunities to visit with the instructor after class, during office hours or scheduled appointment times, and by e-mail and phone to discuss class assignments/performance and other pertinent issues.

Syllabus modifications: This syllabus is subject to change with reasonable notice from the instructor.

General recommendation: For this and other courses, I advise keeping an electronic or hard copy of all assignments you hand in until the graded paper is returned to you.

Course Incomplete will be granted only under exceptional circumstances. Discuss problem situations with the instructor prior to the end of the semester.

Cell phones are to be turned off before class. Not adhering to the no cell phone policy can affect the student's grade. **Laptops are not to be used during class** unless you provide the instructor with documentation from the Office of Accessibility on campus regarding your need to do so.

A note on attendance and active participation

Typically, the quality of the student's experience in a class depends on how much of themselves they invest in the process. Reading assigned material prior to the material being covered in class will enable the student to get the most from the efforts of the professor and the class. Failure to be present and on time and participate positively will affect this portion of the student's grade. Duties for work or home are not sufficient reasons for excused absences or for being late. Coming to class late (after attendance is taken) or leaving early can affect the student's grade.

Student responsibilities:

- **Participation & readings:** The success of our class as a learning community depends on each person attending and contributing/ participating. Your thoughtful comments, questions, opinions and experiences (relevant to the topics at hand) can serve as catalysts for all of our learning. Please see p. 3 of the syllabus for specific attendance policies.

- **Deadlines and late assignments: The abilities to manage documentation and to meet deadlines are critical to successful social work practice.** It is your responsibility to honor deadlines. You are invited and encouraged to discuss works in progress (prior to deadlines) with me for feedback during scheduled appointments, before or after class, or via e-mail or phone. If you are unable to meet a deadline, contact me in advance. Projects will not be accepted after the due date unless extenuating circumstances exist and we have negotiated an alternative arrangement **prior to the deadline**. Requests for extra credit will be denied. A grade of Incomplete can be given at the end of the semester only when a student has discussed the matter with his/her instructor and there are extenuating circumstances that clearly justify an extension beyond the requirements established for the other students in the class.

- **Plagiarism** – The submission of work done by another with the intent that it be viewed and evaluated as one's own. Thus, copying on an examination, turning in a term paper or homework assignment done by someone else, intentionally using or presenting false data, and making extensive use of sources without acknowledging them are all interpreted as acts of plagiarism.

- **Professional Code of Conduct** – Failure to meet generally accepted standards of professional conduct for professional practice, as well as inappropriate or disruptive behavior toward colleagues, faculty, or staff (at school or field placement), will result in a referral to the Academic/Professional Performance Review Committee.

Instructor responsibilities:

- **Course facilitation:** I will share information relevant to course objectives and your individual learning goals, via a variety of mediums, so as to meet the range of learning style needs; I will also solicit feedback from you regarding our course on ongoing basis.

- **Feedback:** I will provide individualized feedback to students on a timely basis, within 2 weeks of receiving completed assignments.

Individual consultation/methods to contact instructor: I want you to have the best possible experience in this course! I am available for individual consultation via in-person appointments, e-mail (mylo.jennings@utoledo.edu), and by phone (419-530-4122).

Completion of Assignments:

All assignments must be completed satisfactorily in order to earn the points for that particular assignment. Assignments must be turned in on the required due date unless other arrangements have been made with the professor **PRIOR TO THE DUE DATE**. Otherwise, late assignments **will not** be accepted and the points for that assignment will not be awarded.

GRADING

Class Attendance and Activities: Up to 200 Points Possible

In keeping with the importance of attendance and active participation, there will be in-class discussions and/or activities during the semester. This will normally be done in groups which will focus on the theoretical models covered in class. Students are expected to come to class prepared to actively engage in the learning process. This portion of the student's grade is dependent in part on the student's presence in class. Students must attend class as scheduled and be on time. Students are encouraged to participate positively in class discussions and activities. Such participation may include sharing experiences, asking questions, active listening, seeking out and valuing the opinions of others, and showing respect for peers, the instructor, and classroom processes. Points will be earned based on attendance and active participation in the activity and not necessarily how each person performed. The only exception to earning the full points is if the student misses class the points cannot be made up.

Discussion Forums: Up to 210 Points Possible

There will be 7 discussion forums posted on the course web site. Each forum is worth up to 30 points. The forums will be focused on the topics covered in the course and you must relate your comments back to your readings. The quantity and quality of involvement will be considered when awarding the points to each participant. Each discussion forum will be open for the period outlined on the syllabus, **(REFER TO "Assignment Schedule" FOR TIMES AND DAYS).**

The following are the guidelines in order to earn the 30 points for each forum:

- Each of you will need to log on to the discussion board and post a response to the topic posted by the instructor.

- Each of you will then need to respond to four other student's responses. Therefore, you will be making a minimum of **FIVE** (5) postings, first one to the instructors' statement and then four (4) more postings in response to other students' postings.

- You will still need to relate your response to your readings and I WILL be reading your responses and again the quality of your responses will be evaluated for awarding of points.

NOTE: It is very important to respect other student's opinions and values, even if they are not your own. DO NOT JUDGE. Listen to what other students are saying completely before responding. Be empathetic. Everyone is constantly in the process of learning and growing.

Students are expected to attend class regularly, complete assigned readings, participate in class discussions and turn in assignments on time. Active and relevant participation in class can enhance the final grade; excessive absences can (and will) diminish the final grade.

Group Task 1: Group Chapter Presentations: Up to 200 Points Possible

In keeping with the importance of active participation, there will be in-class group presentations during the semester. Each group will be assigned specific chapters from the Benton & Walsh text. The assigned chapters are to be outlined and a PowerPoint presentation is to be prepared and presented to the class. The PowerPoint presentations are to be submitted through the presentation submission link on the course web site and also presented in class by the entire group. Again, ONE AND ONLY ONE

Group Task 2: Applied Clinical Case Analysis: Up to 190 Points Possible for each group member

For this assignment you will be working with your task-group and each group will be given a case at random to critically assess and develop treatment options for. For the first part of this assignment your group will complete a diagnostic assessment including a mini mental status exam and lethality assessment (you will be provided forms for these). The second part is to develop a comprehensive treatment plan following the format we will discuss in class. Then as a group you will select a minimum of two psychotherapeutic approaches from the Prochaska text and develop a description of how those models would play out with the individual(s) in your case. Your groups' rationale must include support for how these approaches would help the individual(s) reach the goals indicated on the treatment plan. This paper is to be completed as a collaborative assignment and uploaded up-loaded via the: "Group Case Analysis Report" Link. ONE AND ONLY ONE PAPER IS TO BE SUBMITTED BY YOUR SELECTED GROUP LEADER

Group Task 3: Group Paper Presentations up to 100 points possible for each group member

Groups are expected to present their paper to the class. The format for this presentation is informal and will be evaluated and points awarded respectively.

Individual Task: Group Assessment Report 100 points

A report is be prepared by each member of the group and is to include the following:

Secondly: A report is be prepared by each member of the group and is to include the following:

> 1. A written statement describing individual involvement, attendance and effort in the group process.

> 2. An impression of each of the other group members' involvement e.g. attendance at group meetings, online group discussion posts and member's individual effort.

Therefore, you'll be describing not only your own involvement but that of each of your group members as well. This report is to be completed as a separate assignment and uploaded up-loaded via the: "Assignment 1 Group Assessment Report Link.

Midterm Grading

Grades can be assessed based on the due dates and submission of assignments along with the awarded points at midterm.

Final Grading

ASSIGNMENT POINTS		GRADING SCALE	
Class Attendance and Activities	200	1000-900 =A	733-701 =C
Discussion Forums	210	899-866 =A-	700-668 =C-
Group Chapter Presentations	200	865-833 =B+	667-635 =D+
Clinical Case Analysis	190	832-800 =B	634-600 =D
Group Paper Presentation	100	799-767 =B-	599- 569 =D-
Group Member Assess Rpt	100	766-734 =C+	567-0 =F
Total	1000		

COMMUNICATION G U I D E L I N E S

It is very important to respect other student's opinions and values, even if they are not your own. DO NOT JUDGE. Listen to what other students are saying completely before responding. Be empathetic. Everyone is constantly in the process of learning and growing.

COURSE SCHEDULE

Week 1:

Reading: Prochaska, Chapter 1: Defining and Comparing the Psychotherapies

Week 2: Labor Day 09/01/2014

Reading: Prochaska, Chapter 2: Psychoanalytic Therapies; Chapter 3: Psychodynamic Therapies

Discussion Forum 1: 8:00 AM 09/01/2014 to 11:59 PM 09/07/2014

Week 3:

Reading: Prochaska, Chapter 4: Existential Therapies; Chapter 5: Person-Centered Therapy

Group 1 Chapter Presentation Benton & Walsh Chapters 1 & 2

Week 4: The Human Trafficking, Prostitution, and Sex Work Conference: 8:30 am to 4:00 pm   September 18th and 19th

Reading: Prochaska, Chapter 6: Experiential Therapies;

Discussion Forum 2: 8:00 AM 09/15/2014 to 11:59 PM 09/21/2014

Week 5:

Reading: Prochaska, Chapter 7: Interpersonal Therapies

Group 2 Chapter Presentation Benton & Walsh Chapters 3 & 4

Week 6:

Reading: Prochaska, Chapter 8: Exposure Therapies

Discussion Forum 3: 8:00 AM 09/29/2014 to 11:59 PM 10/05/2014

Week 7:

Reading: Prochaska, Chapter 9: Behavior Therapies

Group 3 Chapter Presentation Benton & Walsh Chapters 5 & 6

Week 8: Fall Break 10/13/2014 and 10/14/2014

Reading: Prochaska, Chapter 10: Cognitive Therapies

Discussion Forum 4: 8:00 AM 10/13/2014 to 11:59 PM 10/19/2014

Week 9:

Reading: Prochaska, Chapter 11: Third Wave Therapies

Group 4 Chapter Presentation Benton & Walsh Chapters 7 & 8

Week 10:

Reading: Prochaska, Chapter 12: Systemic Therapies

Discussion Forum 5: 8:00 AM 10/27/2014 to 11:59 PM 11/02/2014

Week 11:

Reading: Prochaska, Chapter 13: Gender-Sensitive Therapies

Group 5 Chapter Presentation Benton & Walsh Chapters 9 & 10

Week 12: Veterans Day 11/11/2011

Reading: Prochaska, Chapter 14: Multicultural Therapies

Discussion Forum 6: 8:00 AM 11/10/2014 to 11:59 PM 11/16/2014

Week 13

Reading: Prochaska, Chapter 15: Constructivist Therapies

Clinical Case Analysis Due 11:59 PM 11/17/2014

Week 14: Thanksgiving Holiday 11/26/2014-11/28/2014 NO CLASS!

Reading: Chapter 16: Integrative Therapies

Week 15

Reading: Prochaska, Chapter 17: Comparative Conclusions; Chapter 18: Future of Psychotherapy

Discussion Forum 7: 8:00 AM 12/01/2014 to 11:59 PM 12/07/2014

Group Paper Presentations

Week 16:

    Group Paper Presentations, Continue

    Wrap-up: things not yet complete

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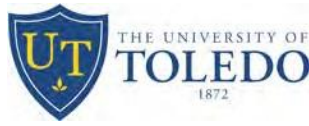
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