

**SW 698: Social Work Practice in Mental Health**  
**Fall 2020 Zoom/Hybrid**  
**Tuesday 6:00PM- 9:00 PM Classroom TBD**  
**Thursday 2:00 PM-5:00 PM Classroom TBD**

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**1. Course Description**

This course teaches practice models and methods of intervention for effective social work practice in mental health care, including the promotion of mental health, the prevention of mental illnesses, and the delivery of psychosocial treatment and rehabilitation services. A major focus is on enabling individuals with mental health problems to increase their functioning in the least restrictive environments, with the least amount of ongoing professional intervention, so these individuals maximize their success and satisfaction. This course has a specific emphasis on services to individuals who suffer from severe and persistent mental illness, substance abuse, and/or who are recovering from the effects of severe traumatic events. Interventions relevant to these conditions help individuals develop/restore their skills and empower them to modify their environments so as to improve their interactions with their environments. Culturally competent and gender-specific interventions are a major emphasis of the course, as are special mental health issues for groups who have been subject to oppression. Special attention will be devoted to evidence-based treatments for mental health problems.

**COVID-19 Statement - Required**

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the [Wolverine Culture of Care](#) and the [University's Face Covering Policy for COVID-19](#). Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#). If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the [Statement of Student Rights and Responsibilities](#) and the [COVID-related Addendum to the Statement of Student Rights and Responsibilities](#).

### **Health-Related Class Absences**

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a Doctor's note) for medical excuses is *not* required.

### **Recording Class**

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified in advance that a recording will occur and be provided with an option to opt-out. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

## **2. Course Content**

The course will present practice methods for carrying out functional assessments, resource assessments, establishment of client preferences, development of plans to meet service needs, services to enhance client skill development, and the development and modification of relevant community and agency environments. The emphasis of the course is on approaches that enhance problem-solving and coping strategies and are empowering and supportive to consumers, both individually and in groups and families.

This course will provide students with models and methods for the promotion of mental health, the prevention of mental illness, the provision of effective treatment of psychiatric disabilities, with an emphasis on promotion of optimal adaptation when psychiatric disabilities are long lasting. Assessment and intervention strategies will be included for use at the individual, family, group, organizational, community, and societal levels. A special issue is the integration of services for individuals with multiple problems. The course, therefore, will emphasize the integration of micro and macro methods through which students learn to make social, behavioral, environmental, organizational, administrative, and policy assessments, with an emphasis on risks/strengths assessment and capacity-building.

Students will develop knowledge of empirically-based interventions and will be able to select and implement appropriate methods based on assessments and service plans. A major focus of this course will be gender specific and culturally competent interventions with and for groups who have been subject to oppression, such as people of color, women, lesbian/gay/bi/transgendered people, the aged, and people with disabilities.

### **3. Course Objectives**

Students who complete this course will be able to:

1. Assess the risks and strengths of individuals, families, groups, organizations, and/or communities for the purposes of promoting mental health, early intervention, treatment, and continuing service, with an emphasis on problems faced by people who suffer from severe and persistent mental illness, substance abuse, and/or who are recovering from the effects of severe traumatic events.
2. Plan or plan and conduct culturally competent, gender-specific individual, family, group, organizational, and community-based capacity building and preventive interventions
3. Identify and demonstrate understanding of the many components of the mental health system as team member, advocate, broker, community organizer, and program planner, in order to interact productively with the many components of the mental health system.
4. Build partnerships with key neighborhood and self-help organizations and institutions for the purpose of mental health promotion and disease prevention.
5. Incorporate social work values and ethical standards in practice in mental health.
6. Plan or plan and engage in advocacy at both micro and macro levels to help individuals overcome oppression, discrimination, and other barriers to access and quality of mental health services.

### **4. Course Design**

The course will include lectures, discussion, simulations, small group exercises, individual and group projects, guest speakers, and written assignments.

### **5. Relationship to Four Curricular Themes**

*Social Science and Behavioral Research* is presented throughout the course and includes findings from evaluation studies and intervention research in social work, psychiatry, psychology, anthropology, and sociology.

*Multiculturalism and Diversity* are integrated throughout the course especially in view of the fact that mental health problems are experienced very differently in various cultures, each of which has its own indigenous responses to healing. In addition, the stresses associated with mental health problems and accesses to appropriate services are differentially affected by gender, poverty, race/ethnicity and sexual orientation. The students must be aware of these issues and helped to develop culturally competent and gender-specific interventions and interventions to overcome oppression and discrimination as barriers to access to and quality of care.

*Social Justice Issues* have special relevance to the processes of psychosocial rehabilitation. Persons with psychiatric disabilities are often discriminated against with respect to access to education, employment, housing, and financial assistance. Health

insurance plans often discriminate against persons with mental as opposed to physical disabilities. Social justice issues are often seen with respect to the processes of commitment, the rights of people in mental institutions, the rights to treatment (such as in the criminal justice system), access to attorneys, and the determination of competence to stand trial or when mental illness is offered as a defense in a criminal proceeding. The student will learn about these issues in the course as well as the role of social work in fighting for these and other rights.

Promotion/Prevention/Treatment/Rehabilitation are addressed throughout the course. Mental disabilities often occur or are exacerbated as a result of stressful environmental conditions and the ways of seeking changes in these conditions or preventing them will be stressed.

### **6. Relationship of This Course to Social Work Values and Ethics:**

Virtually every topic of this course is related to issues of social work values and ethics, and these issues will be dealt with in this course. Examples of these issues are priorities assigned to various services and populations by mental health agencies and the role of social workers in molding these priorities, recognition of the right of self determination of consumers of mental health services, the principle of the utilization of the least restrictive environments for treatment of mental disorders, the values placed on preventive services, an understanding of the responsibility of workers to strive for less stressful environments in relationship to preventing mental problems, the creation of community respect for individuals in the community whose behavior, while lawful, departs from community norms, and promoting community awareness of the “not in my back yard” phenomenon.

### **7. Accommodation for Disability Statement**

Any student who feels that s/he may need an accommodation for any type of disability (physical, mental or learning, temporary as well as chronic), please feel free to contact me at any time during the semester so that we can discuss options that will enable you to complete the course responsibilities.

### **8. Writing Assistance**

For further assistance with writing, you may go to the Writing Workshop 1139 Angell Hall (734)764-0429.

### **9. Statement on Plagiarism and Academic Integrity:**

All academic dishonesty, including plagiarism, cheating, fabrication, and misrepresentation will be treated seriously. You will find a discussion of plagiarism and other violations academic integrity. Please consult your *Student's Guide to the Master's in Social Work Degree Program* (online).

## **Required Texts**

1. Diagnostic and Statistical Manual of Mental Disorders-5<sup>th</sup> edition, American Psychiatric Association.
2. DSM-5 Clinical Cases, John W. Barnhill, M.D.,2013.
3. Social Work Desk Reference, Albert R. Roberts, Oxford Press 2015  
ISBN978-0199329649

## ***Helpful Websites***

<http://www.mentalhealthpractices.org/>

For article downloads

<https://www.socialworkers.org/nasw/default.asp>

For access to practice related documents

<http://www.nimh.nih.gov/>

<http://www.nami.org/>

<http://www.samhsa.gov/>

<http://schizophrenia.com> - BLOG

## **Course Assignments, Requirements, and Grading**

**10% of your grade will be based on ACTIVE Zoom/Class participation. Class participation will be graded according to attendance, currency in reading, and participation in group discussions. The major assignments for the course will be articulated below.**

**Papers are expected to be handed in, hard copy on their due dates and papers must meet all academic standards for ethical documentation. Papers will be marked down 5% for every day late and are due at the beginning of class on the “due date.”**

**The following criteria will be taken into account when papers are graded:**

- **Systematic and logical presentation of arguments;**
- **Appropriate use of evidence;**
- **Familiarity with and appropriate use of relevant literature and concepts;**
- **Clarity and coherence of presentation;**
- **Originality and creativity;**
- **Conformity with the requirements of the assignment;**
- **APA style for final paper**

### ***Course Overview***

***The course will be guided by four important themes:***

- A) Understanding people with mental illness from multiple perspectives (including gender, race, ethnicity, culture, privilege, oppression, social justice)***
- B) Understanding the mental health practitioner roles of social workers***
- C) Understanding the best evidence practice methods for our work with individuals with severe and persistent mental illness***
- D) Developing intolerance for poor practices or treatment of mentally ill persons and their families and to acquire the skills and muster the courage to “do things differently” if it will aid these courageous persons to have better lives (Mary Ann Test)***

### ***Graded Work***

**Course Grades will be based on two individual papers, a group paper and in zoom group presentation and on ACTIVE class participation.**

#### ***Diagnostic Group Paper and Presentation***

**Due: TBD**

**50% of Grade**

**Throughout the semester, students will gain experience with a variety of clinical and practice skills that are critical for working in mental health settings.**

**On the first day of class we will form small groups who will be responsible to present on assigned diagnostic category. Class time will be allocated for preparing for this presentation each week. Presentations are to be approximately 45 minutes long and must include:**

**First part of your presentation:**

- 1. Detail the history of your diagnostic category. How has the history of this diagnostic category evolved. When did practice communities begin to acknowledge and treat this diagnosis?**
- 2. Prevalence of this diagnostic category. Using the DSM 5 and research materials, what are the rates of prevalence for this diagnostic category?**
  - 1. Describe the signs and symptoms of the diagnostic category/specific disorder. Present an overview of the major diagnostic category and then detail the specific disorder your group is presenting on.**

2. Detailed considerations for special populations that should be taken into account, (Immigration status, LGBTQI+, Elderly, Women, People of color etc.).
3. Recommended EBP options for this disorder/s. (i.e. CBT, DBT, ACT, Motivational Interviewing, etc.) The group will provide an overview of this treatment technique/model as it applies to the presenting case. Each Group will research a specific EBP/treatment technique to explore and report on for their specific diagnosis.
4. Each group will provide a brief fact sheet on the diagnostic category and treatment modality chosen.

Second part of your presentation: (Report on all points detailed below).

1. Use a case example to illustrate this diagnostic category.

Format:

1. A biopsychosocial introduction to your client – demographics, initial diagnostic impressions based on your intake (with explanation of what led you to these determinations. The detail of signs and symptoms that support your diagnosis).
2. Initial treatment plan: 3 treatment goals with corresponding objectives, interventions and outcome measures. Please also include a sample Progress Note. All of which will meet reporting/auditing requirements of regulatory agencies.
3. Your plan and rationale to engage family/Significant others, (Or an explanation of why this is not needed or not possible).
4. Your plan to coordinate with other services outside of your agency. (Or an explanation of why this is not needed or not possible). Examples include; medical or housing referrals.
5. A discussion of which aspects of the case require additional self-education or research (e.g. utilizing journal articles, conferences, outside experts, agency contacts, etc.) in order for you to feel competent in providing effective treatment services to your client. This could include issues having to do with your client's cultural/ethnic background; applying non-western/alternative healing approaches to treatment; investigating the most efficacious modalities of treatment for a particular mental disorder (e.g. cognitive-behavioral therapy versus psychodynamic therapy for depression); the problems of violence and mental illness; problems related to dual diagnoses; services for families and caregivers; availability or access to community-based services for the mentally-ill; the impact of insurance and managed care on service delivery; the challenges of working in multidisciplinary teams on client needs and services (e.g. collaborating on treatments, including medications, psychotherapy, psychiatric emergencies; etc.)

6. What Group insights developed based on your work with the case and diagnosis. What did you learn about yourself?

*Paper 1 (Looking at our work through a “cultural lens”)*

20% of grade.

Length 7-9 pages.

Due: 9/29/20 or 10/1/20

Select a minimum of three peer reviewed scholarly journal articles that discuss the interplay between a culture, ethnicity, religion, sexual orientation, age, gender expression and or gender, etc. on the diagnosis and treatment of a mental illness (not one specific diagnosis)

in that community. Discuss how this interplay may affect seeking treatment, perceptions of treating professionals regarding understanding the symptoms of mental illness including access and challenges of securing acceptance and support from family/friends. Address your reactions to the articles and consider the following questions:

- a. Why did you pick this population to research? What are your personal responses to the authors construction of how the “interplay” effects the reception and the methods of treatment this population may receive?
- b. Using approaches to understanding the intersections of culture and mental illness in class, discuss how the author’s experience, idioms of distress, and efforts to accept or resist labeling and treatment reflect cultural values, folkways, and attitudes about psychological suffering. Also discuss how this author’s experience may differ from your cultural values, folkways, etc.
- c. How does gender, race, class, historical context, immigration status etc. influence the experience of this population ?
- d. What stands out to you as especially significant, helpful, and not helpful? What is missing? What are the challenges for this population in relationship to the article and how well were these challenges managed? Were recommendations presented? If so what were they?
- e. Be prepared to present a brief overview of your findings in class on the date the assignment is due.

*Paper 2*

*Self-Exploration in relation to the readings*

Paper 2 is in the form of a Readings Journal. This paper will provide an opportunity to consider the readings in light of your own experiences and should respond to at least three of the readings, from the Social Work Desk Reference or DSM 5 Casebook, in depth. You can consider personal and practice experience as well as current dilemmas you may now face in your work.



**Length: 6-8 pages.**  
**20% of Course Grade**  
**Due: 11/10/20 or 11/12/20**

**Throughout the semester we will attempt to become aware of the beliefs and biases that shape our intellectual and emotional responses to work with people who present symptoms of or have been diagnosed with mental illnesses. These beliefs and biases are deeply embedded in our culture's mythology and ideology regarding:**

- **Acceptable feelings and behaviors**
- **What we define as civilized conduct**
- **What are appropriate expressions of one's gender identity, age, familial role, citizenship**
- **Illness, disease, and impairment**
- **The role of the helper**
- **Who may become a client/patient/consumer**
- **The long term consequences of being psychiatrically-labeled and treated in the mental health system**

**These same biases have influenced the ways in which psychiatry, social work, and psychology have organized systems of diagnosis, treatment, and care-giving. As we read, we will attempt to uncover some fundamental assumptions about normality, "humanness," and illness/disease that underlie our practices as social workers in mental health care roles and settings, as well as speculate about who these practices may serve or disserve. You may want to use these ideas as ways to approach your own reading and journaling.**

**In general, try to answer the following:**

**a--Describe your personal responses to the reading. What are the central ideas that seems most salient or significant to you? Why? Which are appealing, problematic, troubling?**

**b--What questions do the readings pose for you or answer for you?**

**c--How do the perspectives described make claims about health or illness that are adequately or inadequately inclusive, stigmatizing, and/or potentially empowering to clients?**

## **Class Schedule and Readings**

**The chapters and articles are to be read by the date under which they are listed in the schedule unless re-negotiated in class. This instructor encourages student input and requests for additional content in mental health practice.**

**9/1/20 or 9/3/20**

**Zoom Class**

**View video before class;**

<https://www.youtube.com/watch?v=WrbTbB9tTtA>

**Class to begin at:    Tues- 6:30 PM    Thurs- 2:30 PM**  
**REVIEW POWERPOINT IN CANVAS**

- **Welcome!**
- **Brief Introductions**
- ***Course overview***
- ***Video debrief***
- ***Stigma and discrimination***
- ***Terminology***

**9/8/20 or 9/10/20                      At School of Social Work**

**Tues- 6:00 PM            Thurs- 2:00 PM**  
**REVIEW POWERPOINT IN CANVAS**

***A Cultural Framework for Understanding Mental Illness and  
Mental Health/The Importance of Evidence-Based Practice***

- ***Introductions***
- ***Group formation with instructors support***
- ***Social work ethics-NASW Review***

**Readings:**

**DSM 5- Chapter 1**

**Clinical Cases DSM 5- Chapter 1**

- **Introduction to Social Work Ethics in clinical practice.**
- **Begin Clinical Team Res**
  
- ***Begin your article and/or memoir search and begin reading.***

**9/15/20 or 9/17/20                      Zoom Class**

**Video View Before class;**

**Tues- Class to start at 7:30**

**Thurs- Class to begin at 3:30 PM**

## **REVIEW POWERPOINT IN CANVAS**

### **A Cultural/Strengths-based Framework for As Treating Mental Illness**

#### **Video**

<https://www.filmsforaction.org/watch/cracking-the-codes-the-system-of-racial-inequity/> (Links to an external site.)

Watch all parts 59 min.

Discussion will be explored during our Zoom session.

- Racism, Sexism, Homophobia, Ageism, Genderism, Ableism.....
- Stigma and Mental health access and treatment

#### **Readings**

- Social Work Desk Reference Chapters 1 in Part 1
- Practice exercise- Ethical Dilemmas in practice scenario's. Scenario will be in CANVAS.
- Clinical team planning time. Begin assignment in groups.

9/22/20 or 9/24/20

Zoom Class

Tues- 6:00 PM      Thurs- 2:00 PM

**REVIEW POWERPOINT IN CANVAS**

#### **Welcoming environment and Engagement in Practice**

- Engagement and retention
- No show versus “missing the message”
- Safe Space
- Furniture
- Decor, scents..
- Religious influences
- Materials, toys

#### **Structure of the initial Session/s**

- Introductions

- Expectations
- Purpose
- Paperwork
- Next Steps

### **Safety in practice**

- In home versus professional setting practice
- Dress, appearance, setting..
- Car/Home
- Technology (confidentiality)
- Boundaries

### **Discussion**

#### **Levels of Care- Review**

- MH and SUD
  - In Zoom Class practice cases- Ethical Dilemma's
  - Clinical treatment team group Prep. Time.

**9/29/20 or 10/1/20                    At the School of Social Work**

**Tues -6:00 PM. Thurs- 2:00 PM  
REVIEW POWERPOINT IN CANVAS**

**View Video before class; <https://nyculturalcompetence.org/videos/>**

**Paper 1 Due Share findings with the class**

**“About The Cultural Formulation Interview” and “About Language  
Access and Consumer Empowerment” In class discussion.**

**Readings: Social Work Desk Reference**

**Part 2 Chapters 2, 3,4, 5 and 6**

**See CANVAS for supplemental readings**

**Lecture;**

**Presenting Problem- Why now?**

## **Biopsychosocial Assessment – Who, What, When and Why?**

- **Review of each component of the Assessment**
- **SUD and MH Screens**

## **DSM IV versus DSM 5 Initial diagnosis**

- **Discussion**
- **Questions**
  
- **Clinical teams work group time with Instructor support.**

**10/6/20 or 10/8/20**

**Zoom Class**

### ***REVIEW POWERPOINT IN CANVAS***

**View video before class;**

**Tues- Class to begin at 7:30**

**Thurs- Class to begin at 3:30 PM**

<https://www.youtube.com/watch?v=2lQDkEzXqn4>

**Readings: Cont. Part 2 Social Work Desk Reference, chapter 7, 9, 10**

### **Treatment Planning**

- **Why/Purpose**
- **Patient Centered,**
- **Outcome Driven**
- **Goals, Objectives, Interventions and Outcome Measures**
- **Putting it together**
  
- ***Regulatory expectations***
- ***Funders and Insurance expectation***
- ***Practice goal, objectives, interventions and outcome measures development.***
- ***In your treatment teams, create one mental health goal, 3 objectives, 3 interventions and your outcome measure based on PowerPoint presenting problem for this practice exercise and one SUD goal etc. as described above.***
- ***Share results of this practice exercise in class on 10/13/20.***
- **Practice cases- Ethical Dilemma's**
- **Clinical Treatment Team group prep. Time**

**10/13/20 or 10/15/20**

**Zoom Class**

**Tues- 6:00 PM**

**Thurs- 2:00 PM**

**REVIEW POWERPOINT IN CANVAS**

***Readings:***

**DSM 5 pgs. 155-170**

**DSM 5 Clinical Cases Chapters 3 and 4**

**SW Desk Reference 11, 12,13**

**Lecture;**

- **Treatment Planning cont. Share Practice exercise.**
  - Discussion on adaption
- **Progress notes, styles and regulations, Practice exercise in class.**
  - Share Note
  - **Aftercare and Discharge planning (See CANVAS for supplemental documents).**
  - **Practice cases-Ethical Dilemma's**
- **Treatment Team group prep. time**

**10/20/20 or 10/22/20**

**At the School of Social Work**

**Tues- 6:00 PM**

**Thurs- 2:00 PM**

**REVIEW POWERPOINT IN CANVAS**

**Readings:**

**DSM 5 pgs. 481-577**

**Clinical Cases chapter 16**

**Watch Video clips before class ;**

<https://www.youtube.com/watch?v=RUGaPL0A49g&list=PLbZs0AYbeYv-rZpj5HzqEpCSBiHVoQno2&index=2>

<https://www.youtube.com/watch?v=f2e98k0sTag&list=PLbZs0AYbeYv-rZpj5HzqEpCSBiHVoQno2&index=1>

<https://www.youtube.com/watch?v=WXxxcEIL7Cs&list=PLbZs0AYbeYv-rZpj5HzqEpCSBiHVoQno2&index=6>

## Lecture;

- Introduction to SUD
- Theories of dependency
- DSM IV versus DSM 5
- Use versus Dependency
- Signs and symptoms
- Harm reduction
- Ethical Dilemmas in SUD treatment and employment
- Role of support groups in recovery

## Dual Disorders Treatment

### Medical complications

- Access to treatment
- Levels of care determination, assessment screens and documentation.

## Recommended readings;

Center for Substance Abuse Treatment [CSAT]. (2005). *Substance Abuse Treatment for Persons With Co-Occurring Disorders*. Treatment Improvement Protocol (TIP) Series 42. DHHS Publication No. (SMA) 05-3922. Rockville, MD: Substance Abuse and Mental Health Services Administration. - you do not need to read in its entirety!

Drake, Robert, O'Neal, Erica. (2008). "A systematic review of psychosocial research on psychosocial interventions for people with co-occurring severe mental and substance use disorders" *Journal of Substance Abuse Treatment*, 34, 123-138.

- SAMHSA. *Family psychoeducation workbook*. Bethesda: Great Resource

- ***Assertive Community Treatment (ACT), Integrated Dual Disorder Treatment***
- ***Supportive employment, housing and comprehensive care.***
- **Practice case-Ethical Dilemma's**
- ***Clinical Treatment Team Prep. with Instructors support***

**10/27/20 or 10/29/20                      Zoom Class**

**View the following video before class;**

**Tues- Class to start at 7:30 PM**

**Thurs-Class to start at 3:30 PM**

***REVIEW POWERPOINT IN CANVAS***

***Medication Management in Psychiatry/Cultural Sensitivity  
in Medication Use***

<https://www.youtube.com/watch?v=7zeMIH2boMg>

**Readings:**

**DSM 5 pgs. 645-681**

**Clinical Cases Chapters 18**

**SW Desk Reference chapters 27, 28, 30, 32**

- **See CANVAS for supplemental readings**
- **The role of Social Work in medication management**
- **SW role in health care advocacy**
- **Comprehensive care and planning**
- **Discussion**
- **Practice cases -Ethical Dilemma**

**11/3/20 or 11/5/20                      Zoom Class**

**Tues-6:00 PM**

**Thurs -2:00 PM**

***REVIEW POWERPOINT IN CANVAS***

**DSM 5 Clinical Cases Chapters 3 and 4**



**SW Desk Reference 11, 12,13**

- Ethical Dilemma's Practice cases
- Group Presentation

**1). Group 1 Disorders of Mood Presentation**

See Canvas for supplemental readings

- Discussion

**11/10/20 or 11/12/20 At the School of Social Work**

**Tues 6:00 PM**

**Thurs 2:00 PM**

***REVIEW POWERPOINT IN CANVAS***

**DSM 5 Clinical Cases Chapters 5 and 6**

**SW Desk Reference, chapters 13 and 14**

**Paper 2 is due**

**-Share findings with the class**

- Ethical dilemmas- Practice Case
- Group Presentation

**2). Anxiety Disorders Presentation**

See Canvas for supplemental readings

- Discussion

**11/17/20 or 11/19/20 Zoom Class**

**Tues- 6:00 PM**

**Thurs-2:00 PM**

***REVIEW POWERPOINT IN CANVAS***

**Readings:**

**DSM 5 pgs. 645-681**

**Clinical Cases Chapters 18**

**SW Desk Reference chapters 27, 28, 30, 32**

- Ethical Dilemmas
- Group Presentation

**3). Personality Disorders Presentation**

See Canvas for supplemental readings

- Discussion

**12/1/20 or 12/3/20**

**Zoom Class**

**Tues- 6:00 PM**

**Thurs- 2:00 PM**

***REVIEW POWERPOINT IN CANVAS***

**Readings: DSM 5 pgs. 451-459**

**DSM 5 Clinical Cases chapter- 15**

**SW Desk Reference Chapter - 60**

- Ethical Dilemma's
- Group Presentation

**4). Gender Dysphoria Presentation**

See Canvas for supplemental readings

- Discussion

**12/8/20 or 12/10/20**

**Zoom Class**

***REVIEW POWERPOINT IN CANVAS***

**View Video before Class;**

**Class to begin Tues at 7:00 PM**

**Class to begin at 3:00 PM**

<https://www.pbs.org/video/frontline-the-released/>

**5). Schizophrenia Presentation**

See Canvas for supplemental readings

- **Discussion**

***Readings:***

**Clinical cases Chapter 2**

**SW Desk Reference chapter 140**

- **Ethical dilemma's**
- **Review of course objectives**
  
- **Questions and wrap up!**