Course Dates, Time, and Location

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

Instructor Contact Information

Nickie Starkey, M.S.W., LCSW-Supervisor
Adjunct Instructor
Virtual Office
E-Mail: tstarkey1@angelo.edu

Office Hours: Appointments available outside of office hours to Collaborate by Request

*** Please note that emails received after 6 pm will be answered the following day***

Course Description

Provides knowledge and skills necessary for generalist social work practice relating to people with mental illness. The role and function of the social worker in mental health settings is of primary concern. Promotes the application of social work values, ethics, and standards in work with people from diverse backgrounds who are affected by mental health issues. Prerequisites: SWK 2307 and SWK 2317.

Course Introduction

This course focuses on generalist social work practice with populations affected by mental illness; micro, mezzo, and macro level issues relating to mental health and illness are addressed. Moreover, evidence-based assessment and intervention are emphasized. Students will be introduced to the role and function of social workers in mental health settings including outpatient clinics and mental health institutions. Additionally, students will have an opportunity to critically evaluate the concept of mental illness using an ecological paradigm and the person-in-environment perspective; specifically, students will have the opportunity to critically evaluate the biopsychosocial approach to the etiology, assessment, diagnosis, and treatment of people affected by mental illness. The strengths perspective will be introduced to students as it relates to social work in mental health; students will use the

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instructor’s case study assignments to address these areas. It is essential that students have a thorough understanding of biopsychosocial theories of mental illness, and the equally important strengths perspective. A focus is placed on understanding how to critically apply theories and the strengths model to case vignettes.

**Student Learning Outcomes/Course Competencies: Social Work Knowledge, Values, and Skills**

**Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

**Competency 2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies, designed to eliminate oppressive structural barriers to ensure social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social,

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and cultural human rights are protected.

**Competency 4: Engage In Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

**Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

**Required Texts:**


Important Web links:


**Grading Information**

**Grading Scale:**

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
90 – 100 = A  
80 – 89 = B  
70 – 79 = C  
60 – 69 = D  
59 or Below = F  

Point Values and Description for Assignments and Examinations:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Professional Performance</td>
<td>10%</td>
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<tr>
<td>Discussion Threads</td>
<td>10%</td>
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<tr>
<td>Quizzes</td>
<td>10%</td>
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<tr>
<td>Examinations</td>
<td>30%</td>
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<tr>
<td>Assessments/Plans</td>
<td>15%</td>
</tr>
<tr>
<td>Group Mental Health Presentations</td>
<td>25%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Professional Performance

10%

This is relevant to attendance and engaging in class activities, including frequency and quality.

An expectation of a professional social worker is that they are present in their practice setting. The expectation for students in a social work program is that they are motivated to learn and have a sense of dedication to their studies. Thus, my expectation of you is that you will be present in class. Class begins and ends at the scheduled time. Students are to be present for the duration of class.

Assessments/Plans

15%

**Students will conduct video recorded assessments** based on the following issues: Biopsychosocial, Self-Harm/Homicidal Ideation, and Mood Disorder. Students will use the assessment tools provided.

During the interviews, students will pair up and use resources at their disposal (cameras, cell phones, tablets, computers, library equipment, etc.) to record their interview/assessment. Students will ask questions related to the topic at hand. Students will then form an opinion at the end of the video and give a summary of rationale for the basis of their opinion. Students will then verbally state what their plan would be if this was a real practice situation based in the community in which they reside.

Students being interviewed will NOT disclose any of their personal information on the video. They will make up a scenario to give the other student a useable learning experience opportunity.

**Students will complete an Emergency Detention (ED) application or an Order of Protective Custody (OPC) application** along with a short plan for hospitalization, including identification of the treatment setting, appropriateness of the treatment setting, criteria met for the treatment setting, requirements that must be met during that treatment, an overview of the treatment plan during hospitalization, and a short discharge plan to include follow up care.

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Group Mental Health Presentations 25%

Students will be placed into small groups and assigned a mental health disorder. You will create a power point presentation with the following components:

1. What Mental Health issue is being discussed
2. The signs and symptoms of the MH disorder (per DSM5)
3. Diagnostic Criteria (per DSM5)
4. Common misdiagnosis issues and if any, dual diagnosis issues
5. What kind of assessment would you conduct with someone who has this disorder
6. Best Practice Interventions for this disorder?
7. What other professionals would be helpful to approach this collaboratively and what would be their role and yours?

Extra credit will be given for demographic information related to the mental health issue (local, state, nationwide). You will also receive extra credit if you use “really cool charts and pictures to increase the presentation value.

An outline w/ references MUST be submitted to the instructor prior to your presentation

Being posted.

Quizzes 10%

There will be a minimum of 8 quizzes worth 10% of your grade. Quizzes may cover assigned readings, lectures, discussions, group exercises, the NASW code of ethics, The Texas Board of Social Work Examiners (TBSWE) Code of Conduct, the TBSWE Scope of Practice, the NASW Standards for Clinical Social Work Practice, and the NASW Standards for Social Work Practice with Substance Abuse Disorders. I will drop the lowest quiz grade.

Examinations 30%

There will be 3 online examinations for this course. Each of these examinations is worth 10% of your total course grade.

Testing via Respondus™ Monitor

Access to quizzes will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor [See Other Required Materials for a list of needed equipment]. Use of another electronic device is prohibited.

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There are two practice quizzes: a) one is a Webcam test and b) a short 10 question practice quiz over ASU trivia that is not graded. These tools will be available to the student to assure accessibility. Students are highly encouraged to go through these practice quizzes in advance of taking a graded quiz. This process will allow you to become familiar with the technology associated with testing and improve the testing environment. These quizzes, instructional videos, and more information regarding Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course.

OTHER REQUIRED MATERIALS

- Computer with MAC or Windows Operating System
- High Speed Internet Access
- Ethernet Cable
- Webcam **(Please note:** a plug-in webcam allows the student to perform thorough environmental scans).

Refer to Angelo State University’s Distance Education website for further technology requirements: http://www.angelo.edu/distance_education

**NOTE:** All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association (6th ed.).

Course Policies

- Please do ask questions that are relevant to the course and feel free to utilize my office hours. I am here to help you and I want you to succeed.

- Classroom attendance and participation is necessary and expected. Students are responsible for understanding Angelo State University’s Class Attendance Regulations, which is available on the web at:

- All students are expected to follow the National Association of Social Workers **Code of Ethics**.

- Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at:

- Make-up examinations will be considered on a case by case basis and will only (The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
be allowed for university approved absences.

- Late assignments are not accepted for any reason unless the reason is approved by the course instructor.

- Electronic devices, including cell phones, Blackberries, laptops, and so forth, are not to be turned on or used in class. If the use of these devices is detected by the course instructor, the particular student using the device will be asked to leave the class for that day.

**Persons with Disabilities**

Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to their being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made. Additional information can be found at: [http://www.angelo.edu/services/student_life/disability.html](http://www.angelo.edu/services/student_life/disability.html)

**Course Schedule**

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<thead>
<tr>
<th>Week/Dates</th>
<th>Lecture Topics/Readings/Assignments</th>
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</thead>
<tbody>
<tr>
<td>Week 1 8/26-8/30</td>
<td>Chapter 1</td>
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<td><strong>Week 1 Discussion: Self Introduction</strong></td>
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</tbody>
</table>
| Week 2 9/2-9/6   | Chapter 2  
| 9/2 Labor Day Holiday | Quiz 1: Chapter 1  
|                  | Week 2 Discussion: Student post due 9/5 by 11:59 p.m. Responses to peers due 9/8 by 11:59 p.m. |
| Week 3 9/9-9/13  | Chapter 3  
|                  | Quiz 2: Chapter 2  
|                  | Biopsychosocial Assessment Due 9/13                                     |
| Week 4 9/16-9/20 | Chapter 4  
|                  | Quiz 3: Chapter 3  
|                  | Week 4 Discussion: Student post due 9/19 by 11:59 p.m. Responses to peers due 9/212 by 11:59 p.m. |

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<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Content</th>
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<tbody>
<tr>
<td>Week 5</td>
<td>9/23-9/27</td>
<td>Chapter 5&lt;br&gt;Exam 1: Chapters 1-4 (9/28)</td>
</tr>
<tr>
<td>Week 6</td>
<td>9/30-10/4</td>
<td>Reading: Chapter 6&lt;br&gt;Quiz 4: Chapter 5&lt;br&gt;Mood Disorder Assessment Due 10/4</td>
</tr>
<tr>
<td>Week 7</td>
<td>10/7-10/11</td>
<td>Reading: Chapter 7&lt;br&gt;Quiz 5: Chapter 6&lt;br&gt;Week 7 Discussion: Student post due 10/10 by 11:59 p.m. Responses to peers due 10/13 by 11:59 p.m.</td>
</tr>
<tr>
<td>Week 8</td>
<td>10/14-10/18</td>
<td>Reading: Chapter 8&lt;br&gt;Quiz 6: Chapter 7&lt;br&gt;Group Work: Mood Disorder Assmt Due 10/18</td>
</tr>
<tr>
<td>Week 9</td>
<td>10/21-10/25</td>
<td>Reading: Chapter 9&lt;br&gt;Quiz 7: Chapter 8&lt;br&gt;Self-Harm Assmt. Due 10/25</td>
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<tr>
<td>Week 10</td>
<td>10/28-11/1</td>
<td>Reading: Chapter 10&lt;br&gt;Exam 2 Chapters 5-9 (11/2)&lt;br&gt;Week 10 Discussion: Student post due 10/31 by 11:59 p.m. Responses to peers due 11/3 by 11:59 p.m.</td>
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<tr>
<td>Week 11</td>
<td>11/4-11/8</td>
<td>Reading: Chapter 11&lt;br&gt;Quiz 8: Chapter 10</td>
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<tr>
<td>Week 12</td>
<td>11/11-11/15</td>
<td>Reading: Chapter 12&lt;br&gt;Quiz 9: Chapter 11&lt;br&gt;ED app or OPC app due 11/15&lt;br&gt;Week 12 Discussion: Student post due 11/14 by 11:59 p.m. Responses to peers due 11/17 by 11:59 p.m.</td>
</tr>
<tr>
<td>Week 13</td>
<td>11/18-11/22</td>
<td>Reading: Chapter 13&lt;br&gt;Quiz 10: Chapter 12</td>
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| Week 14 | Reading: NASW Code of Ethics  
| Lecture Topic: Alzheimer’s/ Borderline PD  
| **Group Work: Group Presentations** |
| Thanksgiving: 11/25-11/29 |

| Week 15 | Dead  
| Week/Evaluations  
| Reading: TBSWE Scope of Practice  
| Lecture Topic: Surviving and Enjoying Social Work |
| 12/2-12/6 |

| Week 16 | **Exam 3 (Final): Chapter 10-13, TBA** |
| 12/9-12/13 |