Instructor: Tom Starkey, Ph.D., LCSW
Email: tstarkey@angelo.edu
Phone: 325.486.6130
Office: HHS 224J
Student Hours: By Appointment, email, or Collaborate

Course Syllabus Statement on Required Use of Masks/Facial Coverings by Students in Class At Angelo State University

As a member of the Texas Tech University System, Angelo State University has adopted the mandatory Facial Covering Policy to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

No Food or Drink Policy

Due to COVID-19, there will be no food or drink allowed in any classrooms, seminar rooms, or public gathering areas in the Health and Human Service building until further notice. The only exception to this policy is a student may have bottled water or water in a container that is able to be sealed and will not spill or leak.
Course Information

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.

Course Credits
3 credit hours

Prerequisite and Co-requisite Courses
SWK 2307 and SWK 2317

Prerequisite Skills
Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the Department of Social Work

Program Outcomes
Upon completion of the program of study for the MSW program, the graduate will be prepared to:

Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</td>
<td>Social Work w/ Groups Project Examinations</td>
<td>Competency 1: Demonstrate Ethical and Professional Behavior</td>
</tr>
<tr>
<td>apply their understanding of social, economic, and environmental justice to</td>
<td>Social Work w/ Groups Project Examinations</td>
<td>Competency 3: Advance Human Rights and Social,</td>
</tr>
</tbody>
</table>
Student Learning Outcome
By completing all course requirements, students will be able to:

<table>
<thead>
<tr>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>advocate for human rights at the individual and system levels</td>
<td>Economic, and Environmental Justice</td>
</tr>
<tr>
<td>use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies</td>
<td>Social Work w/ Groups Project Examinations</td>
</tr>
<tr>
<td>collect and organize data, and apply critical thinking to interpret information from clients and constituencies</td>
<td>Social Work w/ Groups Project Examinations</td>
</tr>
</tbody>
</table>

Course Delivery
This is a face to face course offering. The course will use the Blackboard Learning Management System. The course site can be accessed at ASU's Blackboard Learning Management System.

Required Texts and Materials

Recommended Texts and Materials


*NOTE: All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association (6th ed.) 2nd Publication.*

Technology Requirements

Testing via Respondus™ Monitor

Access to Exams 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.
There is one practice quiz: a short 10 question practice quiz over ASU trivia that is not graded. This tool will be available to the student to assure accessibility. Students are highly encouraged to go through the practice quiz 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.

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

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

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

**Topic Outline**

**Module 1:** Includes chapters 1-4 and provides an introduction to generalist practice with clients as it relates to mental health, discusses social work values and ethics, and provides an overview of the DSM 5.

**Module 2:** Includes chapters 5-9 and discusses the mental health issues pervasive in early childhood and adolescence.

**Module 3:** Includes chapters 10-13 and discusses mental health issues in adulthood and late adulthood.

**Communication**

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

- Please note that emails received after 6 p.m. will be answered the following morning.
Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

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

Grading

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

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent/Points of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Performance</td>
<td>10</td>
</tr>
<tr>
<td>Assessments/Plan</td>
<td>15</td>
</tr>
<tr>
<td>Quizzes</td>
<td>15</td>
</tr>
<tr>
<td>Examinations</td>
<td>40</td>
</tr>
<tr>
<td>Group Mental Health Presentations</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

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

The following grading scale is in use for this course:
- A = 90.00-100 points
- B = 80.00-89.99 points
- C = 70.00-79.99 points
- D = 60.00-69.99 points
- F = 0-59.99 points (Grades are not rounded up)
Teaching Strategies

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

Assignment and Activity Descriptions

*Please note: Rubrics for all assignments and activities are located at the end of this syllabus.

Professional Performance

This is relevant to attendance; engaging in collaboration activities, including frequency and quality; professional presentation; and any factors that would normally be evaluated in a professional social work setting. Essentially, ask yourself if what you are doing would be perceived as professional in an employment setting among social workers.

Please note that I view absences from collaborate in the same way as an employer and co-workers might see absences from work. An absence may be excused for academic purposes (medical issues, deaths, school sports, etc.) as it might at work, but in a professional setting, to miss work, you must take PTO, and once you run out of PTO/sick leave, if you miss work, you do not get paid. Therefore, any absence will result in point deductions in professional performance.

Quizzes

There will be 8 quizzes during the term of the course. These quizzes consist of 10 questions designed to assess your understanding of the chapters covered.

Assessments/Plans

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.

**Group Mental Health Presentations**

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

Plagiarism is the presentation of someone else's information as though it were your own. If you use the words or ideas of another person; or if you use material from any source—whether a book, journal, magazine, newspaper, business publication, broadcast, speech,
electronic media, or any other source—you must acknowledge that source. Plagiarism on the project will result in the student not receiving credit for her/his term paper.

Examinations 40%

There will be four (3) single attempt, timed, examinations (75 minutes with the final being 120 minutes) in this course. Each of these examinations is worth 10% of your total course grade. You will take each of these examinations via Blackboard using the Respondus Monitor LockDown browser.

Assignment Submission

All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at anne.scaggs@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

Late Work or Missed Assignments Policy

POLICY ON LATE OR MISSED ASSIGNMENTS

The course is set up on weekly modules. The week begins on Monday and ends on Sunday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Failure to submit your assignments on the assigned date will result in a 10 point deduction for the first day and a 5 point deduction for each day after the posted deadline. No papers or postings will be accepted more than one week past the assigned due date.

General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- Angelo State University Student Handbook
- Angelo State University Catalog
- As a member of the Texas Tech University System, Angelo State University has adopted the mandatory Facial Covering Policy to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant
reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct. Also, due to COVID-19, there will no food or drink allowed in any classrooms, seminar rooms, or public gathering areas in the Health and Human Services building until further notice. The only exception to this policy is a student may have bottled water or water in a container that able to be sealed and not spill or leak.

**Student Responsibility and Attendance**

This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

**Note:** This course utilizes Collaborate to engage in role plays, case study, and interaction. A day and 2 session times will be offered for students to have some flexibility. **Attendance is not mandatory.** Collaborate times will be posted in Banner and a reminder email will be sent the day of the sessions. Collaborate sessions will be recorded so students who cannot or do not attend can review them.

**Academic Integrity**

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

The College of Health and Human Services adheres to the university’s **Statement of Academic Integrity.**
**Accommodations for Students with Disabilities**

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

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

Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
325-942-2047  
dallas.swafford@angelo.edu  
Houston Harte University Center, Room 112

**Incomplete Grade Policy**

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

**Plagiarism**

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

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.
Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.  

**Student Absence for Observance of Religious Holy Days**

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

**Copyright Policy**

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

**Syllabus Changes**

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

**Title IX at Angelo State University**

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form)
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email:michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.

Course Schedule

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Aug. 17-22</td>
<td>Week 1 Discussion: Self Introduction</td>
</tr>
<tr>
<td>Week 2</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Aug. 23-29</td>
<td>Quiz 1: Chapter 1 opens 8/27 @ 8 am and closes 8/30 eod</td>
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<tr>
<td></td>
<td>Week 2 Journal 1: Chapter 2 takes a look at all the different factors examined in depth during a biopsychosocial assessment. Your text lists individual factors, psychological mechanisms, social mechanisms, and societal conditions that contribute to the many issues that impact the lives of social work clients. For this discussion, select one of the categories listed above and discuss why it is important to examine the category you choose and how that category impacts the others involved. (For example, if you choose individual factors, talk about why it is important to look at a client’s individual factors and then discuss how those individual factors impact psychological mechanisms, social mechanisms, and how those factors interact with societal conditions). (You must locate at least 1 peer reviewed journal article or use your book as a resource for your response. 8/30 end of day (eod)</td>
</tr>
<tr>
<td>Week/Date</td>
<td>Topic/Assignments/Assessments DUE</td>
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<tr>
<td><strong>Week 3</strong></td>
<td><strong>Aug. 30- Sept. 5</strong></td>
</tr>
</tbody>
</table>
|                  | Chapter 3                                                                                                                                                    | Quiz 2: Chapter 2 opens 9/3 @ 8 am and closes 9/6 eod  
|                  | Biopsychosocial Assessment Due 9/6 eod                                                                                                                                                                                            |
| **Week 4**       | **Sept. 6-12**                                                                                                                                                                                                                     |
|                  | Chapter 4  
|                  | Quiz 3: Chapter 3 opens 9/10 @ 8 am and closes 9/13 eod                                                                                                                  | Week 4 Journal 2: Please review Neurodevelopmental Disorders in the DSM-V or your text paying attention to the diagnostic criteria for ADHD. Once you have also read chapter 4, read Case 1: The Bed Wetter. Then, given the case information, discuss the following: a diagnosis, the rationale for the diagnosis, and additional information you would like to know in order to make a more accurate diagnosis. *(You must locate at least 1 peer reviewed journal article or use your book as a resource for your response. 9/13 eod)* |
| **Week 5**       | **Sept. 13-19**                                                                                                                                                                                                                    |
|                  | Chapter 5  
|                  | Exam 1: Chapters 1-4 Opens 9/17 @ 8 am and closes 9/20 eod                                                                                                                                                                        |
| **Week 6**       | **Sept. 20-26**                                                                                                                                                                                                                     |
|                  | Reading: Chapter 6  
|                  | Quiz 4: Chapter 5 opens 9/24 @ 8 am and closes 9/27 eod                                                                                                                 | Mood Disorder Assessment Due 9/27 eod                                                                                                                                 |
| **Week 7**       | **Sept. 27- Oct. 3**                                                                                                                                                                                                                 |
|                  | Reading: Chapter 7  
<p>|                  | Quiz 5: Chapter 6 opens 10/1 @ 8 am and closes 10/4 eod                                                                                                                | Week 7 Journal 3: According to your text, depression is the most common disorder experienced in one’s lifetime. As such, it is highly likely that you will work with clients who are experiencing depression or have been diagnosed with some type of depression. Therefore, it is extremely important to be familiar with the different types of depressive episodes that one can experience. Please thoroughly discuss the different depression diagnoses and the similarities and differences between the diagnoses. <em>(You must locate at least 1 peer reviewed journal article or use your book as a resource for your response.)</em> |</p>
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>journal article or use your book as a resource for your response. 10/4 eod</td>
</tr>
<tr>
<td>Week 8</td>
<td>Reading: Chapter 8</td>
</tr>
<tr>
<td>Oct. 4-10</td>
<td>Quiz 6: Chapter 7 opens 10/8 @ 8 am and closes 10/11 eod</td>
</tr>
<tr>
<td>Week 9</td>
<td>Reading: Chapter 9</td>
</tr>
<tr>
<td>Oct. 11-17</td>
<td>Quiz 7: Chapter 8 opens 10/15 @ 8 am and closes 10/18 eod</td>
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<tr>
<td></td>
<td>Self-Harm Assessment. Due 10/18</td>
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<tr>
<td>Week 10</td>
<td>Reading: Chapter 10</td>
</tr>
<tr>
<td>Oct. 18-24</td>
<td>Exam 2 Chapters 5-9 Opens 10/22 @ 8 am and closes 10/25 eod</td>
</tr>
<tr>
<td></td>
<td><strong>Week 10 Journal 4</strong>: Please read and review the information on pages 130-132 about Josie. Once you have read the case study, discuss the following: a diagnosis, the rationale for the diagnosis, and additional information you would like to know in order to make a more accurate diagnosis. (You must locate at least 1 peer reviewed journal article or use your book as a resource for your response. 10/25 eod</td>
</tr>
<tr>
<td>Week 11</td>
<td>Reading: Chapter 11</td>
</tr>
<tr>
<td>Oct. 25-31</td>
<td>Quiz 8: Chapter 10 opens 10/29 @ 8 am and closes 11/1 eod</td>
</tr>
<tr>
<td>Week 12</td>
<td>Reading: Chapter 12</td>
</tr>
<tr>
<td>Nov. 1-7</td>
<td>Quiz 9: Chapter 11 opens 11/5 @ 8 am and closes 11/8 eod</td>
</tr>
<tr>
<td></td>
<td>ED app or OPC app due 11/8 eod</td>
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<td><strong>Week 12 Journal 5</strong>: Neurocognitive disorders are characterized by deficits in a person’s thought processes that are due to brain dysfunction and account for a significant decline in a person’s level of functioning. Dementia and Alzheimer’s fall into this category. Not all neurocognitive disorders are due to aging. What are some medical causes for symptoms of dementia and why is it important to know about the medical causes? (You must locate at least 1 peer reviewed journal article or use your book as a resource for your response. 11/8 eod</td>
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<tr>
<td>Week/Date</td>
<td>Topic/Assignments/Assessments DUE</td>
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<td></td>
<td>reviewed journal article or use your book as a resource for your response. 11/8 eod</td>
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<tr>
<td><strong>Week 13</strong></td>
<td></td>
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<tr>
<td><strong>Nov. 8-14</strong></td>
<td>Reading: Chapter 13</td>
</tr>
<tr>
<td></td>
<td>Quiz 10: Chapter 12 opens 11/12 @ 8 am and closes 11/15 eod</td>
</tr>
<tr>
<td><strong>Week 14</strong></td>
<td></td>
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<tr>
<td><strong>Nov. 15-21</strong></td>
<td>Reading: NASW Code of Ethics</td>
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<tr>
<td></td>
<td>Lecture Topic:</td>
</tr>
<tr>
<td></td>
<td>Alzheimer’s/ Borderline PD</td>
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<td></td>
<td>Group Presentations Due</td>
</tr>
<tr>
<td></td>
<td>11/18 eod Upload your presentation to the submission link provided AND in the discussion post for peer feedback.</td>
</tr>
<tr>
<td><strong>Week 15</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Nov. 22-24</strong></td>
<td>Final Exam: Chapters 12-14 (Opens 11/22 @ 8 am and closes 11/24 end of day)</td>
</tr>
</tbody>
</table>

**Grading Rubrics**

**Rubrics for Assessments/Plan**

**Biopsychosocial Assessment**

Utilizing the Practice Biopsychosocial Assessment Document from your course documents, submit a video assessment covering the following items:

**IDENTIFYING INFORMATION (5 pts):**

- Demographic Information:
- Referral Information:

Score ________

**PRESENTING PROBLEM (5 pts):**

- Detailed description of problem as presented by the client.
- Who else is involved in the problem?
- Past experiences related to current difficulty.
- Other recent problems

Score ________

**CURRENT SITUATION (5 pts):**

Score ________
Description of family or household:
Social network:
Guardianship information (if applicable):
Economic situation:
Physical environment/housing:
Significant issues, roles, or activities:

PAST HX OF MENTAL HEALTH PROBLEMS AND TREATMENT (5 pts):
Score________

BACKGROUND INFORMATION (5 pts):
Family Background:
Marital/intimate relationship history:
Education and/or vocational training:
Employment history:
Military history:
Use and abuse of alcohol and/or drugs, self and family:
Health issues:
Cultural background:
Other historical information:
Total Score________/25
Trauma and Stressor-Related Assessment

Utilizing the Trauma and Stressor-Related Assessment Tools from your course documents, submit a video assessment covering the following items.

IDENTIFYING INFORMATION (5 pts):
Demographic Information: Score _______
Referral Information:

PRESENTING PROBLEM (5 pts):
Detailed description of problem as presented by the client. Score _______
Select and administer an assessment tool related to trauma/stress
Other recent problems

CURRENT SITUATION (5 pts):
Description of family or household: Score _______
Social network:
Guardianship information (if applicable):
Economic situation:
Physical environment/housing:
Significant issues, roles, or activities:

PAST HX OF MENTAL HEALTH PROBLEMS AND TREATMENT (5 pts): Score _______

BACKGROUND INFORMATION (5 pts):
Family Background:
Marital/intimate relationship history:
Education and/or vocational training:
Employment history:
Military history:
Use and abuse of alcohol and/or drugs, self and family:
Health issues:
Cultural background:
Other historical information: Total Score ________/25
Self-Harm Assessment and Safety Plan or Homicidal Threat and Safety Plan

Utilizing the Suicide and Threat Assessment Documents from your course documents, select and complete a suicide or threat assessment and a safety plan. Your assessment should include the following and your documents should be turned in to me by Tuesday Nov. 8th.

IDENTIFYING INFORMATION (5 pts):
Score _______

Demographic Information:
Referral Information:

PRESENTING PROBLEM (15 pts):
Score _______

Detailed description of problem as presented by the client.
Administer Suicide or Threat Assessment
Complete Safety Plan

ADDRESS NEED FOR FOLLOW UP WITH CLIENT/PARENTS/OR OTHER (5 pts):
Score _______

Total Score__________/25

ED/OPC Plans

Utilizing the Emergency Detention and Protective Order Documents from your course documents, complete and submit Emergency Detention and Protective Order Documents. Your Assessment should include the following and all documents are due Tuesday Nov. 22nd.

IDENTIFYING INFORMATION (10 pts):
Score _______

Demographic Information:
Referral Information for each document:

PRESENTING PROBLEM (15 pts):
Score _______

Detailed description of problem as presented by the client.
Complete ED
Complete OPC

Mood Disorder Assessment

Utilizing the Mood Disorder Assessment Tool from your course documents or a tool of your choosing, submit a video assessment covering the following items.

IDENTIFYING INFORMATION (5 pts):
Score _______

Demographic Information:
Referral Information:

PRESENTING PROBLEM (5 pts):
Score _______

Detailed description of problem as presented by the client.
Select and administer an assessment tool related to mood disorders
Other recent problems

**CURRENT SITUATION (5 pts):**
Score
- Description of family or household:
- Social network:
- Guardianship information (if applicable):
- Economic situation:
- Physical environment/housing:
- Significant issues, roles, or activities:

**PAST HX OF MENTAL HEALTH PROBLEMS AND TREATMENT (5 pts):**
Score

**BACKGROUND INFORMATION (5 pts):**
Score
- Family Background:
- Marital/intimate relationship history:
- Education and/or vocational training:
- Employment history:
- Military history:
- Use and abuse of alcohol and/or drugs, self and family:
- Health issues:
- Cultural background:
- Other historical information:

Total Score_______/25

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**Group Assignment/Power Point Presentation Rubric**

**Presentation Title**

**Group Members**

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**Group Discussed...**
What the Mental Health issue is Y____ N____ (10 pts)
Signs and Symptoms Y____ N____ (10 pts)
Diagnostic Criteria Y____ N____ (20 pts)
Assessment Y____ N____ (20 pts)
Best Practices Y____ N____ (20 pts)

**Group Provided**
Group Feedback Y____ N____ (10 pts)
References Y____ N____ (10 pts)

**Extras**
(up to 5 pts)
Demographic Information related to the mental health issue  Y  N
Really cool charts and pics to make the presentation interesting?  Y  N

Comments about the overall presentation

Grade ________________________________

Student Evaluation of Faculty and Course

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

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate, and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

End of Syllabus

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