Instructor: Samuel Gallander, MSW, LCSW
Email: samuel.gallander@angelo.edu.
Phone: 325-486-6135
Office: Virtual or 120A
Office Hours: Monday, Tues, Thurs, and Fri 10:00 a.m.-12:00 p.m. or by appointment
Class: TR 12:30-1:45pm

- Please note that emails received after 5:00 p.m. will not be answered until the next day. Exceptions will be made for emergency situations at the discretion of the instructor.

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
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 advocate for human rights at the individual and system levels</td>
<td>Social Work w/ Groups Project Examinations</td>
<td>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</td>
</tr>
<tr>
<td>advocate for human rights at the individual and system levels</td>
<td></td>
<td></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>
<td>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</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>
<td>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</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>Assessments/Plan</td>
<td>20</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20</td>
</tr>
<tr>
<td>Examinations</td>
<td>40</td>
</tr>
<tr>
<td>Group Mental Health Presentations</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></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.

Quizzes 20%

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

Assessments/Plans 20%

**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 20%
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?

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, untimed examinations 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 samuel.gallander@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 grade of 0. The only exceptions made will be if students have a university approved excuse found in the catalog.
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

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.

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:
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](http://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 Aug. 23-29</td>
<td>Syllabus and Chapter 1</td>
</tr>
</tbody>
</table>
| Week 2 Aug. 30-Sept 5 | Chapter 2  
Quiz 1: Chapter 1 opens Wed @ 8 am and closes Friday eod |
| Week 3 Aug. Sept. 6-12 | Chapter 3  
Quiz 2: Chapter 2 opens Wed @ 8 am and closes Friday eod  
Biopsychosocial Assessment Due Sunday eod |
| Week 4 Sept.13-19 | Chapter 4  
Quiz 3: Chapter 3 opens Wed @ 8 am and closes Friday eod |
| Week 5 Sept. 20-26 | Chapter 5  
Exam 1: Chapters 1-4 Opens Thursday @ 8 am and closes Sunday eod |
| Week 6 Sept. 27-Oct 3 | Reading: Chapter 6  
Quiz 4: Chapter 5 opens Wed @ 8 am and closes Friday eod  
Mood Disorder Assessment Due Sunday eod |
| Week 7 Oct. 4-10 | Reading: Chapter 7  
Quiz 5: Chapter 6 opens Wed @ 8 am and closes Friday eod |
| Week 8 Oct. 11-17 | Reading: Chapter 8  
Quiz 6: Chapter 7 opens Wed @ 8 am and closes Friday eod |
| Week 9          | Reading: Chapter 9  
|                | Quiz 7: Chapter 8 opens Wed @ 8 am and closes Friday eod  
|                | Self-Harm Assessment. Due Sunday eod  |
| Week 10 Oct. 25-31 | Reading: Chapter 10  
|                | Exam 2 Chapters 5-9 Opens Thursday @ 8 am and closes Sunday eod |
| Week 11 Nov 1-7  | Reading: Chapter 11  
|                | Quiz 8: Chapter 10 opens Wed @ 8 am and closes Friday eod |
| Week 12 Nov. 8-14 | Reading: Chapter 12  
|                | Quiz 9: Chapter 11 opens Wed @ 8 am and closes Friday eod  
|                | ED app or OPC app due Sunday eod  |
| Week 13 Nov. 15-21 | Reading: Chapter 13  
|                | Quiz 10: Chapter 12 opens 11/12 @ 8 am and closes 11/15 eod |
| Week 14 Nov. 22-23 | Presentations Due Tuesday EOD  |
| Week 15 Nov 29-Dec 5 | Reading: Exam Review  |
| Week 16 Dec. 6-10  | Final Exam: Chapters 12-14 (Opens Monday 8am- Closes Wednesday EOD) |

**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): Score _______
   Demographic Information:
   Referral Information:

PRESENTING PROBLEM (5 pts): Score _______
   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

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

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): 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 trauma/stress
- 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

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

Group Assignment/Power Point Presentation Rubric

Presentation Title________________________________________

Group Members___________________________________________

__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

Really cool charts and pics to make the presentation interesting?

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