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SWK 348: Promoting Mental Health Across Populations

COURSE SYLLABUS: Spring 2021

INSTRUCTOR INFORMATION

Instructor: Lyndsey L. Norris

Office Location: Henderson Rm 323

Office Hours: By appointment

Office Phone:

Office Fax:

University Email Address: Lyndsey.Norris@tamuc.edu

Preferred Form of Communication: **email and scheduled Zoom Meetings**

Communication Response Time: Within Two Business Days

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Texts: (2)

Corcoran, J. & Walsh, J. *Mental Health in Social Work: A Casebook on Diagnosis and Strengths-Based Assessment*. 3rd Ed. Boston: Pearson.

Steinbeck, J. (1937). *Of Mice and Men*. Available from multiple publishers and Mass Market Paperback.

REQUIRED: TK20

If you do not have a TK20 student account you may purchase one of two ways:

- Contact the University Bookstore (students qualifying for Financial Aid may opt to purchase through the Bookstore). Be sure to tell them you need the SOCIAL WORK TK20 voucher. The teacher certification program also has a TK20 Book so *it is very important you tell them you need the Social Work TK20.*

OR

- Login to TK20 and set up your student account by clicking on “Click here to register your student account” – Located on the log-in page. This method of purchase is cheaper than purchasing through the bookstore. Login Social Work TK20 page – www.tamucsw.tk20.com

Software Required

Optional Texts and/or Materials

Course Description

This course provides students with knowledge about strengths based social work practice with diverse populations at risk of social and economic injustices and is inclusive of Mental Health. Populations studied will include economically disadvantaged clients and communities; persons with severe and persistent mental illness; people of color; gay; lesbian and transgendered individuals; and abused and neglected children and will require students to understand the Mental Health issues related to the groups indicated. Students will learn how to complete strengths based assessments, to plan interventions based on individual and group strengths, and to build personal awareness of the significance of diversity as it affects individual and group opportunities for success and well-being with varied client populations. Prerequisites: SWK 225, 250, 275, 322, 328, 329, and 370. Concurrent enrollment: SWK 325, 331, and 350. This course is restricted to social work majors.

RELATIONSHIP TO OTHER COURSES:

This course serves as a foundation course in the program, and explores specifically at-risk populations, populations with mental health diagnosis, and coverage of the DSM. This course builds upon the generalist social work foundation presented in SWK 225, 275 HBSE I, as well as further vulnerable populations addressed in SWK 322, HBSE II.

PROGRAM GOALS:

1. Prepare students for competent and effective generalist social work practice with diverse client systems.

2. Provide students with a foundation of knowledge for professional development, graduate education and lifelong learning
3. Develop student capability to improve human service delivery systems and promote social justice
4. Socialize student to the profession of social work

CORE COMPETENCIES

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Students achieve programmatic goals listed above through demonstration of the following competencies for Advanced Generalist Practice (AGP). *Students achieve programmatic goals listed above through demonstration of the following **bolded competencies** for Advanced Generalist Practice (AGP).*

Competency 2.1.1 Identify as a professional social worker and conduct oneself accordingly

Competency 2.1.2 Apply social work ethical principles to guide professional practice

Competency 2.1.3 Apply Critical thinking to inform and communicate professional judgments

Competency 2.1.4 Engage diversity and difference in practice

Competency 2.1.5 Advance human rights and social and economic justice

Competency 2.1.6 Engage in research-informed practice and practice-informed research

Competency 2.1.7 Apply knowledge of human behavior and the social environment

Competency 2.1.8 Engage in policy practice to advance well-being and deliver services

Competency 2.1.9 Respond to contexts that shape practice

Competency 2.1.10 (a)-(d) Engages, assesses, intervenes and evaluates individual, families, groups, organizations, and communities

Student Learning Outcomes (Practice Behaviors)

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that comprise competency at the Advanced Generalist Practice (AGP) level. While content and activities of each course in the MSW curriculum covertly or overtly addresses each of the nine competencies, identified

within each course is a set of specific practice behaviors representing observable components of one or more competencies. Content and Assessment in this course reflect the following practice behaviors:

2.1.1.1 Has commitment to career-long learning

2.1.1.2 Advocates for client access to services of social work

2.1.1.3 Practice personal reflection and self-correction to assure continual professional development

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Instructional Methods

Student Responsibilities or Tips for Success in the Course

GRADING

Grades will be based on the following point system:

CE/Units 10 points each	100 points
3 scheduled examinations worth (100 pts. each)	300 points
Believe Essay's (up to 25pts each)	100 points
Of Mice and Men... up to	<u>100 points</u>
Total	600 points

FINAL GRADES:

Grades will be determined according to the following:

600-540 = A
539-480 = B
479-420 = C
419-360 = D
< 359 = F

Assessments

SWK 348 Assignments

POLICY ON DUE DATES:

All assignments are due AT THE BEGINNING OF CLASS. **No Late work will be accepted.** All assignments will be submitted electronically before or at the beginning of the class time on the date they are due. You will also need to bring a hard copy to class with you the next time you are in class.

There will be NO MAKE-UP exams offered. You will need to take the exams by the due date.

CE/TRAININGS: Students will create an account and will complete the CE Units @ <http://www.txhealthsteps.com> listed below: If the unit(s) are not available, please choose something close to the topic. Make sure you turn in 10 total:

Pediatric Depression Adolescent Health Screening
Identifying and Treating Young People with High-Risk Behaviors
Interpersonal Youth Violence
Teen Consent and Confidentiality
Transition Services for Children and Youth with Special Health-Care Needs
ADHD and ASD: Diagnosis and Management
Interpersonal Youth Violence
Motivational Interviewing
Recognizing, Reporting, and Preventing Child Abuse
Culturally Effective Health Care

The above Units are worth 10 points each completed unit.

EXAMS: Exams (3) will contain true/false, multiple choice, and/or matching questions. Studying the course quizzes (if applicable) will help students prepare for the exams. Students are expected to take the exams by the due dates. **No make-up exams will be given.**

THIS I BELIEVE ESSAYS: Students will create a series of One (1) page essays relevant to the course topics below. You will use your current set of beliefs about the topic and use research to support or change your opinion on the topic. **Please do NOT use first person, whether it be singular or plural or refer to self in third person.** Each student is required to submit ONE journal article reference for each of the essay topics on the following dates:

Category	Due Date
1. Schizophrenia and persons of color	Feb. 14, 2021
2. Eating Disorders and males	March 21, 2021
3. Sexual Addiction—Disorder or not?	April 4, 2021
4. Pedophilia -- Treatable?	April 18, 2021

The Essays will be checked on the due date and submitted for grading at the beginning of class in D2L.

DISCUSSIONS: Of Mice and Men: Students will read the novel and discuss points posted in E- College. Grading will be based on student response to instructor posting and fellow classmates posting. Consideration for critical thinking, processing and understanding related to course study will be used to determine grading. Student must follow the guidelines online in order to receive credit, which includes responding to the Faculty prompt and two classmates, within a designated period of time, in order to receive points. Dates and times for postings will be assigned. Example: **During the week the discussion is assigned, students are to respond to the instructor’s prompt following the number of sentences and by Wednesday at 11:30 pm. Then students are to respond to two peers between Thursday and Sunday by 11:30 pm using the guidelines posted in the discussions such as 8-10 sentences when responding to the prompt and 3-5 sentences to each peer. “Me too, I agree, etc.” do not constitute a reasonable response. This is an “All or Nothing” assignment meaning if you do not meet ALL of the criteria, you will not receive ANY points for that discussion.**

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

Instructor will respond to email queries within 2 business days.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:
<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).
<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>
<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)
[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal

Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Department or Accrediting Agency Required Content

Engagement Policy:

- **ALL CAMERAS MUST BE ON AND THE STUDENT BE SEEN.**
- **PLEASE ADHERE TO ON-LINE EDIQUETTE, MEANING PLEASE BE PROFESSIONAL** (*please don't be in bed, vaping, or engaged in other activities*)
- **Remote learning is just as if you were in class.**

Final Evaluation and Grade Depends on both Classroom attendance and Participation

Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with On-line components include time spent reading and studying course material.

To earn a level of competency within a specific course, students must demonstrate both mastery of content and active engagement.

Mastery of content areas is evidenced by successful completion of course assignments such as written papers, group project deliverables, tests/quizzes and other tangible products designed by instructors to evaluate knowledge and skills.

Additionally, the Social Work Profession is built upon human interactions and building human relationships – which is defined as engagement. Engagement is defined as meaningful involvement in interactions with instructor, peers, outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment). Within the classroom setting, whether virtual or F2F, students must actively participate in 80% of engagement activities as outlined by individual instructors. These activities can include participation in a live, synchronous virtual classes, attending a Face to Face

course when appropriate, interacting with peers in posted discussions and collaborating in group interactive projects.

Students must meet standards for content mastery on tangible assignments and meet the threshold of active engagement 80% of the time during a semester.

Instructors are experts in each course content area and set the standards for students to meet for successful completion of the course.

As we enter the Fall semester, we are all working under stresses and strains related to the COVID-19 pandemic. It is imperative we communicate consistently and frequently. If, for any reason, you are not able to complete assignments or actively engage in the course, you **MUST** reach out to your instructor and let him or her know.

Student Conduct

Students preparing to become professional social workers must adhere to the *University Code of Conduct*, *Department Code of Conduct* and *National Association of Social Workers' (NASW) Code of Ethics*.

University Code of Conduct located in the *Student Guide Book* at

<http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66). On the University Website under Campus Life Documents

To become aware of University policies related to student academic and behavioral expectations for students refer to the Guidebook.

Department Code of Conduct

"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)

Social Work students conduct themselves in an ethical and professional manner. Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at <https://www.socialworkers.org/pubs/code/code.asp>) on the NASW website: <https://www.socialworkers.org>

TENATIVE

COURSE OUTLINE / CALENDAR

Date	Weekly Assignments: Frisco	Due Dates
Week 1 01/11	Class Introduction Chapter 1: Diagnosis and the Social Work Profession	
Week 2 01/18	Chapter 2 BIOPSYCHOSOCIAL Corcoran & Walsh Review: TIB Essays	Discussion 1: See Syllabus for Guidelines
Week 3 01/25	Chapter 3: Autistic Disorder Corcoran & Walsh	
Week 4 02/01	Chapter 4: Neurodevelopment Disorders: Corcoran & Walsh	Discussion 2
Week 5 02/08	Chapter 5: Schizophrenia and other Psychotic Disorders Corcoran & Walsh	Essay #1 Due: 2/14/21
Week 6 02/15	Review Exam 1 EXAM 1	Discussion 3 EXAM 1: 2/21/21

Week 7 02/22	Chapter 6: Bipolar and Related Disorders Corcoran & Walsh	
Week 8 03/01	Chapter 7 Depressive Disorders: Corcoran & Walsh	Discussion 4 CE Training: 3/07/21
Week 9 03/08	Chapter 8: Anxiety, Obsessive-Compulsive and Trauma and Stressor-Related Disorders Corcoran & Walsh	Discussion 5
Week 10 03/15	Chapter 9: Feeding and Eating Disorders Corcoran & Walsh	Essay #2: Due 03/21/2021
Week 11 03/22	EXAM 2 REVIEW EXAM 2	EXAM 2: 03/28/2021 Discussion 6
Week 12 03/29	Chapter 10: Disruptive, Impulse Control, and Conduct Disorders Corcoran & Walsh	Essay #3 Due: 04/04/2021
Week 13 04/05	Chapter 11: Substance Related and Addictive Disorders Corcoran & Walsh	
Week 14 04/12	Chapter 12: Neurocognitive Disorders Chapter 13: Personality Disorders	Essay #4 Due 04/18/2021
Week 15 04/19	Chapter 13 Continued / REVIEW FINAL EXAM	
04/25/2021	FINAL EXAM	SUNDAY !!!! EXAM 3: 04/25/2021