



A&M-Commerce Supports Students' Mental Health

SWK 348: Promoting Mental Health Across Populations Spring 2024

INSTRUCTOR INFORMATION

Instructor: Tammy Sung
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Preferred Form of Communication: **email**
Communication Response Time: 2 days via email

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Corcoran, J. & Walsh, J. (2020). *Mental health in social work: A casebook on diagnosis and strengths-based assessment*. (3rd ed.). Pearson.

American Psychological Association. (2020). *Publication manual of the American Psychological Association 2020: The official guide to APA style* (7th ed.). American Psychological Association.

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.

- 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: **NONE**

Optional Texts and/or Materials: **NONE**

Course Description

This course provides students with knowledge about with diverse populations at risk of social and economic injustices and is inclusive of Mental Health. Populations studied will include persons with severe and persistent mental illness; and will require students to understand the Mental Health issues related to specific populations and cultures as indicated. Students will learn 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 related to mental health.

Prerequisites: SWK 2361, 2362, 2389, 322, 328, 329, and 370. Students must include concurrent enrollment: SWK 325, 331, and 350. This course is restricted to social work majors.

Relationship to Other Courses:

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

Student Learning Outcomes

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. Listed below are the competencies and associated knowledge, skills, values and/or cognitive and affective processes that comprise the expected outcomes for this course.

	Activity/Assessment	Dimension
Competency 4: Engage in Research Informed Practice and Practice Informed Research		
Students will apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	accessing peer reviewed journal articles and completing the summation assignments over designated topics	Knowledge; Skills
Students will use practice experience and theory to inform scientific inquiry	accessing peer reviewed journal articles and completing the summation assignments over designated topics three exams in the course covering these areas	Knowledge; Skills
Students will use and translate research evidence to inform and improve practice, policy, and service delivery	accessing peer reviewed journal articles and completing the summations assignments over designated topics	Knowledge; Skills
Competency 6: Social Work students will engage with individuals, families, groups, organizations, and communities.		
Students will apply knowledge of human behavior and the social environment, person-in-environment, and other	accessing peer reviewed journal articles and completing the summation assignments over designated topics	

multidisciplinary theoretical frameworks to engage with clients and constituencies		
Student will use empathy, reflection, and interpersonal skills to effectively engage diverse clients	accessing peer reviewed journal articles and completing the summation assignments over designated topics three exams in the course covering these areas	
Competency 7: Students will assess Individuals, Families, Groups, Organizations, and Communities		
Students will collect and organize data, and apply critical thinking to interpret information from clients and constituencies	accessing peer reviewed journal articles and completing the summation assignments over designated topics	
Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	accessing peer reviewed journal articles and completing the summation assignments over designated topics three exams in the course covering these areas	
Students will develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	accessing peer reviewed journal articles and completing the summations assignments over designated topics	

Students will select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	accessing peer reviewed journal articles and completing the summations assignments over designated topics	
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Minimal Technical Skills Needed

In this class you will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting your assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, knowledge and skills in using Microsoft Word PowerPoint and Outlook Email, If you have any issues with using the various systems or software, it is your responsibility to contact support services and to notify the instructor of the problem.

Instructional Methods

This course will be delivered via synchronous and asynchronous sessions via D2L and will consist of live class sessions, pre-recorded lectures, group engagement activities, various assignments with some including experiential learning and practical application of the content areas. In addition, small lectures, discussion activities and workshops may be utilized to provide instruction during this course.

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible to engage in active learning and reaching out to the instructor if there are problems or challenges that is interfering in optimal learning. Communication is key when engaged in a fully online, virtual environment.

Expectations for success include:

1. Always demonstrate professional behavior, including demonstrating respect for instructor and peers; being open to feedback and guidance throughout this class and in the program.
2. Adhered to the School of Social Work and University student code of conduct, along with NASW Code of Ethics.

3. Begin reading the assigned text and supplemental readings as soon as possible, with a focus on completing all readings prior to engagement with instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as receiver of knowledge and skills.
5. Actively participate in engagement activities which will include live virtual class sessions, online discussions, and interactive learning opportunities -as this is vital for learning and success in both this course and the program.
6. Work ahead when possible, completing assignments ahead of due date so you are prepared to submit on the due date.
7. Sign into the D2L course multiple times during the week to access updated announcements or posted resources.
8. Check your university email daily. This is the official method of communication by the university, department, and instructor.
9. Be open and focused on the “process” and not the “product” as earning this degree requires time, effort, work and ultimately growth in knowledge, skills, abilities along with personal and professional attributes.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100% of total points

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Evaluation for course grades are according to the following formula:

3 scheduled examinations worth (50 each)	150 points
Four One Page Article Reviews (50pts each)	400 points
Total	550 points

Assessments

DUE DATES:

All Assignments are due in D2L by the due date. I will not be able to accept late work.

As social work students, you will have many deadlines in practice that you will be expected to meet. Many times not meeting deadlines can result in having an adverse effect on your clients' lives. It can also result in termination in employment. The School of Social Work feel it is good to help you get into the habit of meeting those expectations now vs. later. Our goal for each of you is to be successful not only in this course, but also in the practice setting.

Thank you for understanding and your willingness to take the first step toward your own success.

ASSIGNMENT I :

TOPIC ESSAYS: Students will create a series of **One page summary of the article that you find** relevant to the topics below. You will begin by searching for a **peer reviewed journal article that is WITHIN the last Ten Years from the TAMUC Library** that aligns in some way with the topic. No two student should use the same article because there are multiple ways to search and write about the topic. **Please do NOT use first person, whether it be singular or plural or refer to self in third person.** You will need to use APA including a cover sheet, in text citations, and a reference page.

Category	Due Date
1. Schizophrenia and persons of color	Week 7
2. Eating Disorders and males	Week 13
3. Sexual Addiction—Disorder or not?	Week 4
4. Pedophilia -- Treatable?	Week 15

ASSIGNMENT II:

EXAMS: There will be three exams at 50 points each and will contain 50 both true/false and multiple choice. In order to encourage learning versus memorization, **students will have extended time to complete the exams.** You may use your text, notes, and power points to assist you when taking the exams. The desire is that by going back over these resources, students will retain important information for practice.

There will be NO MAKE-UP exams offered. You will need to take the exam by the due date in D2L.

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

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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 via email. Instructor will respond to email queries within two business days.

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

If you have any questions or are having difficulties with the course material, please contact your Instructor via email. Instructor will respond to email queries within two 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.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

School of Social Work and Council on Social Work Education Specific Policies

Course Engagement

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 Online 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 may include, but are not limited to participation in 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 of the time set during a semester by the instructor.

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

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*.

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 offenses may 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>

University Code of Conduct located in the *Student Guidebook* 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

APPENDIX A

Grading Rubric

Score	Possible Points	Point breakdown	Area	Consisting of
	10	Introduction of the topic and direction or purpose of the paper (thesis statement). This should be in general overview of what the paper is about. WITHOUT USING FIRST PERSON	Subject	Identification
	20	Analysis/Review of the Journal article, arranged in a logical format. WITHOUT USING FIRST PERSON	Demonstration of Assimilation of Knowledge	Discussion
	10	Conclusion: Show utilization of critical thinking by synthesizing all material discussed into a cohesive summation of what was learned WITHOUT USING FIRST PERSON	Critical Thinking	The Conclusion
	10	Grammar, spelling, and paragraphing are correct. Use headers is desired.to help with organization. In In Text Citation used correctly , Cover Page, and Reference page, as well as APA format	Writing Competency	Professional Presentation
50				

COURSE OUTLINE / CALENDAR

<u>Schedule</u>	<u>Chapter</u>	<u>Assignments Due</u>
<u>Week 1</u>	<u>Diagnosis and the Social Work Profession</u>	
<u>Week 2</u>	<u>Biopsychosocial Risk and Resilience and Strengths Assessments</u>	
<u>Week 3</u>	<u>Autism Spectrum Disorder</u>	
<u>Week 4</u>	<u>Attention Deficit Hyperactivity Disorder</u>	<u>Topic Essay (3) Due</u>
<u>Week 5</u>	<u>Schizophrenia</u>	<u>Exam 1</u>
<u>Week 6</u>	<u>Bi Polar Disorder</u>	
<u>Week 7</u>	<u>Major Depressive Disorder</u>	<u>Topic Essay (1) Due</u>
<u>Week 8</u>	<u>The Anxiety Disorders</u>	
<u>Spring Break</u>	<u>The Anxiety Disorders</u>	
<u>Week 9</u>	<u>Obsessive Compulsive Disorder</u>	
<u>Week 10</u>	<u>Post Traumatic Stress Disorder</u>	
<u>Week 11</u>	<u>Eating Disorders</u>	<u>Exam 2</u>
<u>Week 12</u>	<u>Oppositional Defiant Disorder and Conduct Disorder</u>	
<u>Week 13</u>	<u>Substance Related and Addictive Disorders</u>	<u>Topic Essay (2) Due</u>
<u>Week 14</u>	<u>Gender Dysphoria</u>	
<u>Week 15</u>	<u>Alzheimer's Disease</u>	<u>Topic Essay (4) Due</u>
<u>Week 16</u>	<u>Borderline Personality Disorder</u>	<u>Exam 3</u>