



## Winter 2024 COURSE SYLLABUS

**COURSE INFORMATION** SOCW 664 Mental Health Practices in Social Work Foundation (3) Online Only

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### ONLINE LEARNING

The Eclass URL is <http://eclass.e.southern.edu>. For technical support, contact the Eclass Help Desk at 423.236.2086 or by e-mail at [eclasshelp@southern.edu](mailto:eclasshelp@southern.edu). Students should use *Google Chrome* as their browser to access eclass with the greatest ease (<https://www.google.com/intl/en/chrome/browser/>).

### REQUIRED TEXTS

Van Der Kolk, B. (2014). *The Body Keeps the Score: Brain, Mind and Body in the Healing of Trauma*. New York: Penguin Books.  
Corcoran, J. & Walsh, J (2023). *Clinical Assessment and Diagnosis in Social Work Practice*. 4<sup>th</sup> Ed. New York: Oxford University Press.  
\* additional readings and materials listed in e-Class.

### COURSE DESCRIPTION

This course provides advanced theoretical and practice knowledge in social work mental health treatment. Topics include psychopharmacology, mental health and the brain, evidenced based practice modalities, and community mental health.

## PROGRAM COMPETENCIES AND LEARNING OUTCOMES

Upon completion of this course, students will:

<i>Program foundation competency (ADV)</i>	<i>Learning outcome</i>
Identify as a professional social worker and conduct oneself accordingly. (Competency 1 ADV)	Practice personal reflection and self-correction to assure continual professional development. Attend to professional roles and boundaries. Demonstrate professional demeanor in behavior and communication.
Apply social work ethical principles to guide professional practice. (Competency 2 ADV)	Recognize and manage personal values in a way that allows professional values to guide practice. Make ethical decisions by applying standards of the National Association of Social Workers. Tolerate ambiguity in resolving ethical conflicts. Apply strategies of ethical reasoning to arrive at principled decisions.
Apply critical thinking to inform and communicate professional judgments. (Competency 3 ADV)	Demonstrate autonomous application of critical thinking to diverse complex professional scenarios. Analyze models of assessment, prevention, intervention, and evaluation. Demonstrate effective written communication.
Engage diversity and difference in practice. (Competency 4 ADV)	Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. Recognize and communicate their understanding of the importance of difference in shaping life experiences. View themselves as learners and engage those with whom they work as informants.
Advance human rights and social and economic justice. (Competency 5 ADV)	Understand the forms and mechanisms of oppression and discrimination. Advocate for human rights and social and economic justice.
Engage in research-informed practice and practice-informed research. (Competency 6 ADV)	Use research evidence to inform practice.

Apply knowledge of human behavior and the social environment. (Competency 7 ADV)	Synthesize and differentially employ theories of human behavior and the social environment to guide advanced practice Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
Engage in policy practice to advance social and economic well-being and to deliver effective social work services. (Competency 8 ADV)	Analyze and formulate policies that advance social well-being.
Respond to contexts that shape practice. (Competency 9 ADV)	Adapt best practices to changing locales, populations and emerging social trends to provide relevant services.
Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (Competency 10 ADV)	Engage and prepare for action with children and families. Collect, organize and interpret client data. Select appropriate intervention strategies.

### **SOCIAL WORK CORE VALUES & THEIR BIBLICAL FOUNDATION FOR FAITH & LEARNING**

Social Work Core Values (NASW, IFSW)	Biblical Foundation
Service	Matthew 25:31-45; Luke 10:25-37
Social justice	Jeremiah 22:3; Micah 6:7-9; Isaiah 58:6
The importance of human relationships	Matthew 5: 23-24; Matthew 22:37-39; Mark 12:31
The dignity and worth of the person	Isaiah 49:14-16; Matthew 10:31; Romans 12:9-13; Romans 15:7
Integrity	1 Chronicles 29:17; 1 Timothy 3:9
Competency	Proverbs 3:5 Matthew 7:7; Matthew 25:13-30; 2 Timothy 2:15; 2 Corinthians 3:5
Human rights	Genesis 1:27; Proverbs 22:2; Proverbs 31:8-9; Exodus 22:21; Leviticus 19:33-34; Galatians 3:28; James 2:1-4;

**COURSE DIVERSITY ELEMENTS:** age, gender, gender identity, race, sex, class, disability, ethnicity, culture, immigration status, color, political ideology.

**COURSE DIFFERENCE ELEMENTS:** socio-economic status, poverty, oppression, marginalization, alienation, privilege, power.

**STUDENT'S COMMITMENT LEVEL FOR SUCCESS:** In order to be successful in this course, it is helpful to understand the level of commitment that is expected of graduate students from the School of Social Work. Each credit hour represents a weekly expectation of one "in-class" hour and a minimum of two additional coursework hours. Because this is a 3-credit course, you can anticipate that you will spend a minimum of 9 hours completing the required coursework each week. **Organize your time wisely!!!**

## LEARNINGACTIVITIES

**Learning:** This course is an online course and as such does not have scheduled meeting times.

**Reading:** Readings assigned for each module are expected to be completed before the end of the module, before taking the quizzes. Readings include both the required textbooks and any articles within the individual modules.

**Eclass Module Assignments:** These include points for viewing the videos/lectures, discussion posts, etc. **Discussion**

**Forum Posts:** This is an online course format and requires participation in assigned online activities and discussion forums in each module.

**-Quality of Posts (While the posts will be critique/evaluation of peer's cases decisions the following still applies).**

- Posts should be **written in paragraph format** with sufficient content and quality.
  - Each of the student's posts must demonstrate their understanding of the topic,
  - Relate new information with material previously covered in the class as well as with personal experience,
  - Exhibit connections between lecture content, textbook content, and discussion,
  - Whenever appropriate, integrate best practices and/or research literature in the post,
  - Discuss at a critical level – don't just recite facts from the reading, discussion, or lecture. Synthesize information from class content as well as expressing and defending your own opinion of the items mentioned. Justify your reasoning with facts and research from the academic peer-reviewed literature. How does what you are presenting affect present and future situations?
- \* **NOTE:** Posts that replicate other student's posts will be considered plagiarism.

### **-Instructor's Role**

The instructor will serve as a "**facilitator**" in terms of the Discussion Forum.

### **-Netiquette (Discussion Forum Etiquette)**

- Use appropriate and professional language
- Use complete sentences
- Check your grammar and spelling (no TXTspelling!)
- Avoid any negative or offensive language and comments
- Respect classmates' thoughts on issues – "agree to disagree"
- Be polite and courteous
- The instructor reserves the right to remove any discussion messages that displays inappropriate language or content.

*\*\*\*Some of the information presented in the "Discussion Forum" Section was adopted from the UTPA Center for Distant Learning, 2012. Other resources were also used.*

**Case History Assignment:** You will create a detailed case history regarding client of your choice/ imagination. Using this person you will provide a bio psycho social and present a mental health issue along with a DSM5 related diagnosis with rationale and your treatment plan for the patient (i.e. therapy models).

**Issue Paper PowerPoint Presentation:** You will produce a PowerPoint presentation regarding an issue relevant to mental health practice. The presentation will require a minimum of 10 PPT slides, with notes typed in the notes section of the slide. The presentation must be evidenced by a **required 10 peer-review journal articles**, content from books and quality web resources **may also be added** into the paper. Detailed instructions and rubrics for this assignment will be provided on E-class/Moodle.

**EVALUATION: *The final grade will be based on the following:***

Discussion Assignments (8)	10 pts Each
DSM5 Catalog assignments (12)	10 pts per section
Case History Assignment	100 pts
Draft	15pts
PowerPoint Presentation*	100 pts
Video Presentation	50 pts

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**TOTAL POINTS:** 465pts

*\* These designated assignments are considered portfolio products. To receive portfolio credit, each portfolio product must be uploaded to your Social Work Portfolio Site by the deadline date and time. See e-class for more directions on how to create and manage your social work portfolio site.*

**----- ALL WORK MUST BE TYPED. NO HANDWRITTEN WORK WILL BE ACCEPTED. -----**

**GRADING SCALE:** Grades will be based on a percentage of the total possible points.

100 – 94: A	76 – 74: C
93 – 90: A-	73 – 70: C-
89 – 87: B+	69 – 67: D+
86 – 84: B	66 – 64: D
83 – 80: B-	62 – 60: D-
79 – 77: C+	59 and below: F

***No grade below C is acceptable for core social work courses.***

**SOUTHERN ADVENTIST UNIVERSITY DISABILITY STATEMENT**

In keeping with university policy, any student with a disability who needs academic accommodations should contact Disability Support Services at 423.236.2574 or Lynn Wood Hall, room 137, to arrange a confidential appointment with the Disability Services Coordinator before or during the first week of classes. (Students who request accommodations after the third week of the semester might not complete the process in time to receive accommodations for that semester.) Legally, no retroactive accommodations can be provided. For more details, visit the Disability Support Services website at [www.southern.edu/disabilitysupport](http://www.southern.edu/disabilitysupport).

Accommodations for disabilities are available only as recommended by Disability Support Services. Students whose accommodations are approved will be provided confidential letters, which students should review and discuss with their professors in relation to particular course requirements.

**SCHOOL OF SOCIAL WORK POLICIES:**

*Southern Adventist University and the MSW program faculty have developed a set of policies to ensure effective communication and enhance understanding of academic benchmarks for our students. These policies are also designed to encourage and deepen professionalism, an essential competency for excellence in social work practice.*

## A. General Course Policies

All students enrolled in the MSW Program in the School of Social Work are expected to demonstrate the following professional and academic behaviors:

- Students are expected to complete all online assignments in a timely manner and arrive prepared for class discussion;
- Students are expected to actively participate in e-class and class discussions and cohort projects. Those who disrupt the class (talk/whispering, clowning, etc.) or over-participate (monopolize or dominate) in discussions on a regular basis should expect to be penalized in the same manner as those who under-participate;
- Students are expected to assess personal and educational needs and interact with the professor as necessary. Do not wait until late in the semester to ask for assistance!
- Students are expected to adhere to the *NASW Code of Ethics* in all aspects of course work and participation.

## B. Attendance Policy

### Altered temporarily due to COVID-19

Southern's hybrid MSW program holds a measured balance of online and face-to-face (F2F) in person or virtual interactions that comprise "class time." The program's F2F class sessions are taught through an intensive, skillsbased approach. Because of this engagement model of instruction, students must participate/attend each F2F session as scheduled; however, **please do not come to school if you are not feeling well!** Success in the graduate program depends on consistent presence and engagement with the course content, classmates, and the instructor. This includes consistent participation. To maximize student success in the MSW program, this Attendance Policy has been developed by the School of Social Work faculty, modified to meet CDC recommendations, as well as accommodate for online learners.

*SAU's hybrid MSW program holds a measured balance of online and face-to-face (F2F) interactions that comprise "class time." The program's F2F class sessions are taught through an intensive, skills-based approach. Because of this engagement model of instruction, students must attend each F2F session as scheduled. Success in the graduate program depends on consistent presence in class every two weeks. Any missed F2F sessions will potentially jeopardize both the student's grade and retention in the MSW program. Additionally, punctuality and attendance are key external indicators of professionalism and, as such, are critical for demonstrating achievement of this competency. To maximize student success in the MSW program, this Attendance Policy has been developed by the School of Social Work faculty.*

1. A meeting schedule is provided at the beginning of the school semester.
2. Students are responsible for clearing their calendars so they may attend all of the scheduled online group meetings.
3. Missing more than 30 minutes of meeting is considered an absence under this policy. Three times of being late or leaving early (each less than 30 minutes) also accrues to one absence.
- 4.
5. There are two types of absences: emergency/excused and unexcused. An absence is considered "excused" under very limited emergency circumstances, which include documented death in the immediate family, or documented illness of self or a dependent child. All other absences are considered unexcused.

6. For all absences, either emergency/excused or unexcused, students need to alert the professor to the situation, preferably in advance of class.
7. Students who miss class for a documented emergency may lose points that are given for work done during that missed class period.
8. In the event of an excused absence, it is the student's responsibility to ask another student to record, with the permission of the professor, or take notes to cover all class content presented, and to make up any learning activities missed during group meetings.
9. If a student has an unexcused absence, the point total towards the final grade for the course will be reduced by 5% for each unexcused absence and, additionally, no points will be available for missed online group activities.
10. A student who have four unexcused absences from group meetings will be dismissed from the course, will receive an F (unexcused) as a final grade for the course, and will be required to repeat and is financially responsible for the course charges the next time it is offered.
11. If a student acquires four excused absences during a semester and falls behind with the class requirements then he/she will receive an Incomplete/Incomplete in Progress for the class is at the discretion of the professor on a case-by-case basis.

### **C. Late Assignment Policy**

The MSW program at SAU is a competency-based and evidence-based academic program. As such, students in the MSW program are required to complete and/or remediate any unsatisfactory work until they meet or exceed program standards for all of the required competencies, as defined by their respective practice behaviors. In this learning environment, students are expected to complete all required assignments *prior* to advancing to their next coursework. This policy delineates the MSW program's standards and processes associated with the late submission of course assignments.

#### **General:**

1. Due dates/times for assignments and exams are clearly marked in the course schedule found in the syllabus and/or Eclass.
2. Exemptions from the penalties for late assignments will be granted only for documented medical or other emergency reasons, as defined in the procedures section below.
3. Assignments submitted after the designated due date will be considered late and will receive 10% off the achieved score for each day the work is late, up to seven days(70%).
4. Assignments will not be accepted later than one week after the due date.

### **D. Policy on Academic Honesty and Integrity**

The School of Social Work is dedicated to scholastic integrity. Students are expected to maintain high professional, ethical, and Christian levels of academic honesty. This policy was developed to define the academic honesty standards that apply to MSW coursework.

1. All coursework should reflect the student's own original work and cited appropriately; all other sources should be cited appropriately.



2. It is the student's responsibility to learn the proper procedures for acknowledging quoted wording, information, or ideas. Please note that "not knowing" is not an acceptable justification for work that is identified as plagiarized.
3. For all coursework, students are required to use the most recent American Psychological Association (APA) guide to formatting citing and referencing works cited.
4. Students must submit all papers to Turn-it-in for an online check of their writing. If the Turn- it-in report notes a similarity index of 30% or more, the student will need to do an immediate rework of the paper.

### **Policy procedures**

1. When a student engages in academic dishonesty or fails to meet appropriate citation guidelines, a meeting is called between the professor(s) and the student to discuss the incident. This meeting may result in:
  - a. Redoing the assignment
  - b. Failing the assignment without opportunity to make up points
  - c. Failing the course
2. If the incident is not resolved in the student/teacher(s) meeting, the issue will go to the MSW Leadership Team for a determination.
3. If there is a second infraction, the MSW Leadership Team will automatically review the incident and respond. In addition to the possible consequences listed above, the MSW Leadership Team may consider dismissing the student from the program.
4. The student has the right to appeal the decision of the MSW Leadership Team using the process outlined in the Academic Grievance section of the university's graduate catalog.

### **Disclaimer:**

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*This syllabus is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. However, the professor reserves the right to modify, supplement and make changes as the course needs arise.*

### **Turnitin:**

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*Turnitin is a company Southern Adventist University contracts with that provides resources for students and a service for professors who may need to verify the academic integrity with which papers or projects have been prepared and submitted.*

### **E. Electronic Media Policy**

The School of Social Work is committed to educationally sound uses of technology in the classroom and to preventing technology from becoming disruptive to the learning environment.

To assist in achieving these goals, the MSW program has developed the Electronic Media Policy.

1. Professors have the authority to decide their media policy for each class. This means that the professor has the authority to allow or disallow the use of cell phones, laptop computers, iPads, iPods, etc. during class time.
2. When their use is allowed, students must not abuse the use of cell phones in class.
  - a. Generally, cell phones should be turned off during class. For rare exceptions (emergency, parent with sick child, or similar types of situations), the phone should be put on vibrate mode. In this case, the student must inform the professor in advance, of the possibility to excuse him/herself to take an important call.
  - b. Students must NOT engage in text messaging in the classroom.
  - c. Students who create disturbance with ringing cell phones or text messaging will be warned and may be asked to leave the class session if the behavior continues.
3. Any audio or video taping during class must have the permission of the professor. In cases where permission is given to record, the information recorded is for the sole use of educational purpose for that specific class therefore prohibited from being distributed, published or posted to any public website and/or social media outlets. No technology activities are allowed that violate laws, such as those related to intellectual property rights or copyrights, invasions of privacy, or sexual harassment. Examples of this may include using a camera phone to videotape, or taking inappropriate photos without the subject's permission.

#### **F. Incomplete Grade Policy**

The Incomplete Grade Policy applies to a situation in which a student has not been able to complete a major course assignment because of extenuating and compelling circumstances. A grade of incomplete (I), under this policy, may be granted to a student only if it can be demonstrated that it would be unfair to hold the student to the normal time limits of the course. This policy does not apply to situations normally covered under the Late Assignment Policy or the Remediation Policy.

1. It is the policy of the School of Social Work to consider granting the grade of incomplete (I) on a case-by-case basis. Emergency and/or extenuating circumstances are the usual basis for consideration.
2. Students receiving an "I" will be required to submit an Incomplete Contract to the professor no later than the last F2F class of the semester. Time allowed for the completion for the Incomplete Contract should not exceed more than a month after the last day of the semester in which the course was taken. Additional time to satisfy the requirements of the Incomplete Contract will be considered on a case-by-case basis.

#### **Policy procedures:**

1. To receive a grade of "I," a student must complete a Plan for an Incomplete or Remediation form. This form must be approved by the course professor and MSW Leadership Team, and signed by the MSW Program Director and the School of Social Work Dean

#### **Policy forms:**

1. Plan for Incomplete or Remediation form

## **G. Remediation and Extension Policy**

The MSW program at SAU is a competency-based learning program. As such, students in our MSW program are encouraged to remediate as needed to meet the required competencies. Issues of importance in the extension policy are outlined as follows:

### **Course/competency remediation**

MSW students who advocate/petition for additional remediation opportunity to master challenging competencies and practice behaviors will be allowed to extend their study until that same class time the next year.

Extended study can be arranged by providing a written request with details of the remediation plan prior to the last day of class. Any extended course will be given a grade of In Process (IP) with no additional tuition costs to the student.

The student will be given opportunity to master remediation content during a second time attending class and/or addressing challenging components as per the previously arranged written plan with the instructor. All course expectations must be met. Any remediation work must be completed before advancing to next semester classes.

## **H. Progression-Retention Policy**

Foundation students must satisfactorily complete all Foundation-level courses, including the foundation field practicum, before progressing to Advanced Placement.

Students are required to maintain both academic and non-academic standards to remain in the MSW program. First, the university's academic standards for retention must be met and sustained. However, even if a student's academic performance is satisfactory, it may become necessary, due to unsatisfactory professional performance, to advise a student to reconsider his/her goodness-of-fit to the field of social work. Failure to do so may result in termination from the MSW program.

1. Students in the MSW program are responsible for taking full ownership of meeting all academic and non-academic retention requirements.
2. University academic standards for retention must be met and sustained, as follows:
  - a. Students must maintain a minimum cumulative grade point average of 3.0, earning a grade below B- in no more than two courses.
  - b. Courses with an earned grade of C- or below will not be counted for credit toward the master's degree.
3. The MSW Leadership Team will evaluate students' grades and GPA at the end of each semester. If a student's academic performance does not meet the university's standards, the student will be notified via email that the MSW Leadership Team will be doing a review of his/her status in order to determine whether extenuating circumstances are present. Decisions about student retention in such instances will be made by the MSW Leadership Team on a case-by-case basis.
4. A student may be asked to withdraw from the MSW program for any of the following non-academic reasons:
  - a. Academic honesty breaches
  - b. Failing the field practicum

- c. Failing to abide by professional values and ethics, as outlined by the NASW Code of Ethics.
5. When there is evidence that a student is not meeting the professionalism standards outlined in program policy, the student will be notified via email that the MSW Leadership Team will be doing a review of his/her status in order to determine whether the student may be retained in the program. Decisions about student retention in such instances will be made by the MSW Leadership Team on a case-by-case basis.

### **Policy procedures**

In general, faculty will provide ongoing professional feedback for professionalism breaches, offering students opportunities to make corrective behaviors, prior to termination from the MSW program; however, any professional ethics breach could result in immediate termination from the program.

1. Challenges to program termination decisions will follow the Grievance Policy.

*The Professor reserves the right to amend the syllabus and course schedule to best meet the learning needs of the class.*

## COURSE SCHEDULE

DATES	LEARNING ACTIVITIES	LEARNING PRODUCTS & DUE DATES / * <i>Portfolio Product</i>
<b>PREMODULE</b> <b>JAN 7-JAN14TH</b>	<b>The Body Keeps the Score</b> 1, 2, 3 (Part One)  DSM 5 Introduction Video	E-class Premodule Assignments by midnight Jan. 15 <sup>th</sup>
<b>MODULE#1</b> <b>JAN 14<sup>TH</sup> – JAN 28<sup>th</sup></b>	Dziegielewski 1 – Medications and Mental Health Dziegielewski 2 – Human Brain J Corcoran & J Walsh- <b>Ch 11 PTSD &amp; Ch16 Neurocognitive disorders</b>	E-class Module 1 Assignments by midnight Jan 28 <sup>nd</sup>
<b>MODULE#2</b> <b>JAN 29<sup>TH</sup> – FEB 11TH</b>	<b>The Body Keeps the Score 4,5,6</b> (Part Two) <b>Ch. 6 Schizophrenia and other Psychotic Disorders –</b> J. Corcoran & J Walsh Video: Schizophrenia Video: Dissociative Disorders	E-class Module 2 Assignments by midnight Feb 11th
<b>MODULE#3</b> <b>FEB 12<sup>TH</sup> – FEB 25TH</b>	J. Corcoran & J Walsh- <b>Ch7 Bipolar and related disorders</b> Video: Bipolar and Related Disorders Video: Somatic Symptom and Related Disorders	E-class Module 3 Assignments by midnight Feb 25 <sup>th</sup>  <b>--PowerPoint Presentation Draft</b>
<b>MODULE#4</b> <b>FEB. 26TH – MAR. 10TH</b>	<b>The Body Keeps the Score 7,8,9,10</b> (Part 3) J. Corcoran & J Walsh – <b>Ch 8 &amp; 14</b> Video: Depressive Disorders Video: Disruptive, Impulse Control, and Conduct Disorders	E-class Module 4 Assignments by midnight Mar 10th
<b>MODULE#5</b> <b>MAR. 11 – MAR. 24</b>	J. Corcoran & J Walsh – <b>Ch 9 &amp; Ch 16</b> Video: Anxiety Video: BioPsychoSocial Disorders	E-class Module 5 Assignments by midnight Mar. 24 <sup>th</sup>  <b>--Final presentation</b>
<b>MODULE#6</b> <b>MAR 25 – APR. 7</b>	<b>The Body Keeps the score 11,12</b> (Part 4) J. Corcoran & J Walsh <b>Ch 10 &amp; Ch 17</b> Video: Obsessive Compulsive and Related Disorders Video: Personality Disorders	E-class Module 6 Assignments by midnight Apr. 7 <sup>th</sup>  <b>--Final presentation Video</b>
<b>MODULE#7</b> <b>APRIL 8- APR 21st</b>	<b>The Body Keeps the score 13-20</b> (Part 5)	E-class Module 7 Assignments by midnight Apr. 21 <sup>st</sup>  <b>--Case History Assignment</b>