MSW COURSE SYLLABUS
Winter 2024

COURSE INFORMATION SOCW 632 Psychopathology, Clinical Assessment and Diagnosis I 1 credit hour

PREREQUISITE(S): Acceptance into Advanced Standing or completion of Foundation curriculum.

INSTRUCTOR
Course Instructor
Name: Evie Nogales Baker, DSW, LCSW
E-mail: evien@southern.edu
Online Office Hours: The instructor will be available online in their office on Wednesdays from 5:00 to 7:00 pm (EST) to answer questions on assignments.
Zoom Office Link: https://southern.zoom.us/j/864349304

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 email at 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
American Psychiatric Association. (2022). Desk reference to the diagnostic criteria from DSM-5-TR(tm). American Psychiatric Publishing.

COURSE DESCRIPTION
This course provides a framework for advanced multidimensional mental health assessment of mental disorders with a primary focus on the widely used classification system of the Diagnostic and Statistical Manual (DSM).

PROGRAM COMPETENCIES and LEARNING OUTCOMES

Upon completion of this course, students will:

Competence	Practice Behaviors/Course
1. Demonstrate Ethical and Professional Behavior	1. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. 2. Apply ethical principles and professional standards in clinical decision-making. 3. Demonstrate self-awareness and reflection in clinical practice, recognizing personal biases and countertransference.
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	1. Exhibit cultural humility and sensitivity in working with diverse populations, recognizing the impact of cultural factors on clients' mental health experiences and tailoring treatment accordingly. 2. Recognizes the impact of social determinants of health on mental health, advocating for social justice and addressing systemic barriers affecting clients' well-being.
4. Engage in practice-informed research and research-informed practice.	1. Evaluate and synthesize research literature in clinical social work, applying evidence-based practices to inform treatment. 2. Develop and present case studies integrating various theoretical frameworks and evidence-based practices, demonstrating a comprehensive understanding of client complexities and effective treatment planning.
6. Engage with individuals, families, groups, organizations, and communities.	1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. 2. Demonstrate proficiency in using the Diagnostic and Statistical Manual of Mental Disorders (DSM) and International Classification of Diseases (ICD-10) for accurate and ethical diagnosis and coding in mental health practice.
7. Assess Individuals, Families, Groups, Organizations, and Communities	1. Demonstrate proficiency in conducting comprehensive mental health assessments, incorporating a multidimensional approach considering biological, psychological, social, and cultural factors. 2. Develop advanced clinical skills in conducting differential diagnoses and formulating individualized practice and research-informed treatment plans for clients presenting with multiple symptoms.

SOCIAL WORK CORE VALUES & THEIR BIBLICAL FOUNDATION FOR FAITH AND 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 The dignity and worth of the person	Matthew 5: 23-24; Matthew 22:37-39; Mark 12:31
Integrity	Isaiah 49:14-16; Matthew 10:31; Romans 12:9-13; Romans 15:7
Competency Human rights	1 Chronicles 29:17; 1 Timothy 3:9
	Proverbs 3:5 Matthew 7:7; Matthew 25:13-30; 2 Timothy 2:15; 2 Corinthians 3:5
	Genesis 1:27; Proverbs 22:2; Proverbs 31:8-9; Exodus 22:21; Leviticus 19:33-34;

Galatians 3:28; James 2:1-4;

STUDENT'S COMMITMENT LEVEL FOR SUCCESS

To succeed in this course, it is helpful to understand the level of commitment expected of graduate students from the School of Social Work. Each credit hour represents a weekly expectation of three "in-class" hours and a minimum of 6 additional coursework hours. Because this is a 1-credit course, you can anticipate spending at least 3 hours completing the required coursework each week. **Organize your time wisely!!!**

LEARNING ACTIVITIES

Online Asynchronous Learning: This course is online, and learning activities will take place using Eclass. These include lectures, quizzes, online surveys, written assignments, discussion board posts, video discussion board participation, and other activities. In addition, you can expect approximately 1 hours of study/practice/ work outside of class each week for this course.

DSM Case Written Assignments: Students will analyze several brief fictional case examples of individuals describing their mental health symptoms and behaviors. related to mental health. Students will identify the potential DSM diagnoses for each vignette and briefly justify their choices.

Case Study Multi-dimentional Assessment and Diagnosis: This assignment challenges students to showcase their clinical assessment and diagnostic proficiency by applying DSM-5 TR criteria to formulate preliminary diagnoses for multiple case scenarios.

Evaluation -- The final grade will be based on the following:

Graded Item/Category	Possible:
Online Asynchronous Learning posted on Eclass)	50
DSM Case Written Assignments@ 40 each	320
Case Study Multidimensional Assessment and Diagnosis	100
Total Possible:	470

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-	63 – 60:	D-
79 – 77:	C+	59 and below:	F

Syllabus Policy/Disclaimer

This syllabus is intended to guide the student in what may be covered during the semester and will be followed as closely as possible. The professor, however, reserves the right to alter this syllabus's assignments and/or contents. Students will be given appropriate notice of any changes.

SOUTHERN ADVENTIST UNIVERSITY DISABILITY STATEMENT

In keeping with the University's policy, if you are a student who believes you may need an accommodation based on the impact of a disability or learning challenge, (i.e. physical, learning, psychological, ADHD or other type), you are strongly encouraged to contact Disability Support Services (DSS) at 423-236-2544 or stop by Lynn Wood Hall, Room 1082. Please note that accommodations are not retroactive and cannot be implemented until faculty or staff members have received the official Letter of Accommodation from DSS. Specific details of disabilities remain confidential between students and DSS unless a student chooses to disclose or there is legitimate academic need for disclosure, which is on a case-by-case basis. For further details, visit the Disability Support Services website at www.southern.edu/administration/student-success/disability.

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.

Syllabus Policy

The professor reserves the right to alter this syllabus's assignments and/or contents. Students will be given appropriate notice of any changes.

A. General Course Policies
1. All students enrolled in the MSW Program in the School of Social Work are expected to demonstrate the following professional and academic behaviors:
2. Students are expected to complete all online assignments in a timely manner and arrive prepared for class discussion;
3. 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;
4. 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!
5. Students are expected to adhere to the *NASW Code of Ethics* in all aspects of course work and participation.

B. Participation (formerly Attendance) Policy:
- No class attendance required

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 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. This includes "self-plagiarism." https://www.turnitin.com/blog/what-is-self-plagiarism-and-what-does-it-have-to-do-with-academic-integrity
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 the 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.

AI Policy

As an institution committed to Christian values and the highest educational standards, Southern Adventist University urges faculty and students to prayerfully and critically evaluate how and when we use generative AI and other emergent technologies. Using AI tools can short-circuit critical thinking and impede learning goals. Further, because it is based on the accumulated work of others, it can also pose ethical problems and violate

standards of academic integrity. For that reason, it is the policy of Southern Adventist University that students use generative AI tools only after consultation with their instructor or when specifically invited to use it as part of an assignment. Inappropriate use may be penalized.

C. Electronic Media Guidelines

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.

D. 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:

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:

Plan for Incomplete or Remediation form

E. 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 opportunities 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 the 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.

F. 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.

Zoom Meeting Guidelines:

For courses that utilize Zoom for virtual (or hybrid) class meetings, please comply with the below Zoom etiquette guidelines.

- Log into Zoom using your **authenticated Zoom account** that Southern has provided to you. This permits your professor to know that you are a registered student and not an outside individual attending the class without permission.
- **Dress appropriate** for class.

- **Mute** your sound unless you are speaking.
- Turn your **video camera <u>on</u> during class time**. Your face should also be seen. This enables class interaction and engagement. *Please also remember that your camera is on and you should refrain from any activities that you would prefer the online world not see.* If you do need to use the restroom or other "video off" activity, simply mute your audio and turn off your camera until you return.
- **Avoid doing distracting activities** while in class. While you may be tuning in from the comforts of your home, you are still in an academic class and your behaviors on camera should support that level of professionalism.
- **Be aware of your surroundings.** Your professor and classmates can also see BEHIND you. Make sure that there is nothing in the background (traffic, other people, a pile of laundry) that may distract from the class. While it is not necessarily the best choice to attend class from your messy bedroom, it may be the only place you can find peace and quiet away from roommates or family members. If that is the case, you can employ a Virtual Background to hide what you don't want seen.
- Zoom class periods are like in-class experiences but virtual. Thus, **please display professional, academic behaviors** just as you would in a live, in-person class.

COURSE SCHEDULE

Assignments are due by Sunday by 11:59 pm **(EST)***** (unless otherwise specified by the instructor)
All due dates/times for this course reflect **Eastern Standard Time (EST)**

DATES	LEARNING ACTIVITIES	LEARNING PRODUCTS & DUE DATES / *Portfolio Product*
MODULE#1 *Jan. 7 – Jan. 14*	Introduction to the DSM (pp 5 – 20) Use of the Manual (pp 21 - 28)	E-class Module 1 Assignments due by 11:59 pm EST
MODULE#2 Jan. 15 – Jan. 28	Culture and Psychiatric Diagnosis Pages (pp.859 – 879) - Other assigned readings will be available on Eclass	E-class Module 2 Assignments due by 11:59 pm EST
MODULE#3 *Jan. 29 – Feb. 11*	Assessments and Writing Diagnosis - Assigned readings for this module will be available on Eclass	E-class Module 3 Assignments due by 11:59 pm EST *Diagnosis Writing Assignment*
MODULE#4 *Feb. 12 - 25*	Mood Disorders: Depression Page (pp. 177 -214) - Other assigned readings will be available on Eclass	E-class Module 4 Assignments due by 11:59 pm EST *Depressive Disorders Written Assignment*
MODULE#5 *Feb. 26 – Mar. 10*	Non-Suicidal Self Injury and Risk Assessment -- Assigned readings for this module will be available on Eclass	E-class Module 5 Assignments due by 11:59 pm EST *Written Suicide Risk Assignment*
MODULE#6 *Mar. 11 - 24*	Mood Disorders: Bipolar Disorder Page (pp. 139 - 175) -Other assigned readings will be available on Eclass	E-class Module 6 Assignments due by 11:59 pm EST *Bipolar Written Assignment*
MODULE#7 *Mar. 25 – Apr. 7*	Anxiety Disorders Page (pp. 215 - 261) -Other assigned readings will be available on Eclass	E-class Module 7 Assignments due by 11:59 pm EST **Anxiety** *Written Assignment*
MODULE#8 *Apr. 8 - 21*	Obsessive Compulsive Disorder Page (pp. 263 - 294) -Other assigned readings will be available on Eclass	E-class Module 8 Assignments due by 11:59 pm EST **OCD** *Written Assignment* **Multidimensional Assessment and Diagnosis Due on Dec 5 @ 11:59pm EST**

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