

**MISSISSIPPI VALLEY STATE UNIVERSITY  
DEPARTMENT OF SOCIAL WORK  
SW 630 MENTAL HEALTH: ASSESSMENT & INTERVENTION**

*This document does not constitute a contract with the University. It contains guidelines only.*

<b>Academic Term and Year:</b>	Fall 2018-2019
<b>Course Prefix and Number:</b>	SW 630 – HE1
<b>Course Title:</b>	Mental Health: Assessment & Intervention
<b>Credit Hours:</b>	3
<b>Days, Time and Location of class:</b>	Daily- Online/Hybrid Wednesday, 6:00-8:40pm 2 <sup>nd</sup> Floor William Sutton Administration Room 232
<b>Professor:</b>	Catherine Singleton-Walker, Ph.D., LMSW
<b>Office Location:</b>	Department of Social Work William Sutton Administration Building, Suite 118
<b>Office Hours:</b>	Monday: 10:00-12:00; Tuesday: 2:00-5:00; Wednesday: 10:00-12:00 & 3:00 – 5:00; other times by appointments only.
<b>Office Phone Number:</b>	(662) 254-3090
<b>Main Office Number</b>	(662) 254-3365
<b>Email Address:</b>	Bb Email
<b>Prerequisite:</b>	All Social Work Foundation Courses including Foundation Field Internship and Field Seminar I

**Required Technology Skills:**

Students in the class are expected to be efficient in the use of basic computer skills, the internet, and PowerPoint.

**CATALOG COURSE DESCRIPTION:**

Study of the etiology, symptoms and treatment of mental disorders

## **COURSE DESCRIPTION**

Students will study the etiology, symptoms, and treatment of mental disorders. The development of environmental, interpersonal, psychosocial and stress factors in human behavioral dynamics will be explored. Exploration of counseling techniques and the impact of psychiatric labeling and stigma on individuals and families will also be undertaken. Students will understand how rural issues impact the delivery of and request for mental health services.

## **DEPARTMENT OF SOCIAL WORK/MSW PROGRAM MISSION**

The mission of the Department of Social Work at Mississippi Valley State University is to prepare graduates to practice with individuals in need and populations-at-risk in rural areas. The Master of Social Work (MSW) Program prepares students for professional social work practice at the micro, mezzo, and macro levels. Through the curriculum, the program instills in students advanced social work knowledge, values and skills in a manner which enables students to work with diverse populations in a wide range of settings. Concurrently, special emphasis is placed on social work practice with impoverished minorities living in rural regions, such as the Mississippi Delta where the University is located and committed to serve, as well as rural areas globally. Within the framework of rural social work, the area of concentration is Child and Family Welfare.

## **PROGRAM GOALS**

The goals of the Master of Social Work Program are:

1. Educate students for social work positions for advanced levels of practice with individuals, families, groups, organizations and communities.
2. Provide students with the necessary knowledge and skills for working with diverse populations, including oppressed, minority and rural populations.
3. Instill in students a professional social work identity and the values and ethics of the profession.

Mississippi Valley State University has integrated the Council on Social Work Education (CSWE) competencies within its curriculum. The 2015 Core Competencies are listed below:

### **Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgement and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure

they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance, and oral, written, and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgement and behavior.

### **Competency 2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

### **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Engage in practices that advance social, economic, and environmental justice.

#### **Competency 4: Engage In Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

#### **Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

#### **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

### **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect assessment and decision-making. Social workers:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- 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;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

### **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**Rural Competency 10:** Demonstrate knowledge and skills to apply a bio-psychosocial-cultural-spiritual perspective in advanced social work practice with children and families.

**Rural Competency 11:** Integrate knowledge of rural values and customs into autonomous social work practice with children and families.

**This course will assist students in developing the following core competencies**

<b>COURSE COMPETENCIES</b>		<b>ASSESSMENT</b>
<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>	<ul style="list-style-type: none"> <li>• Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;</li> <li>• Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</li> <li>• Demonstrate professional demeanor in behavior; appearance, and oral, written, and electronic communication</li> </ul>	Case Assessment  Group Therapy  Mental Health Colloquium
<b>Competency 6:</b> Engage with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> <li>• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and</li> <li>• Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</li> </ul>	Assessment Research Theory Paper
<b>Competency 7:</b> Assess Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> <li>• Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</li> <li>• Apply knowledge of human behavior and the social environment, person-in-environment, and other</li> </ul>	Assessment

	<p>multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;</p> <ul style="list-style-type: none"> <li>• Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and</li> <li>• Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</li> </ul>	<p>Assessment</p> <p>Treatment Plan Meeting</p>
<p><b>Competency 8:</b> Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<ul style="list-style-type: none"> <li>• Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</li> <li>• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</li> <li>• Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</li> <li>• Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</li> <li>• Facilitate effective transitions and endings that advance mutually agreed-on goals.</li> </ul>	<p>Assessment</p> <p>Treatment Plan Meeting</p>

<b>Rural Competency 10:</b> practice with children and families.	Demonstrate knowledge and skills to apply a bio-psychosocial-cultural-spiritual perspective in advanced social work	Assessment Treatment Plan Meeting
<b>Rural Competency 11:</b>	Integrate knowledge of rural values and customs into autonomous social work practice with children and families.	Assessment Treatment Plan Meeting

**COURSE REQUIREMENTS**

**Required Textbooks:**

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental Disorders (5<sup>th</sup> ed.)*. Washington: American Psychiatric Association.

Cooper, M. G. & Lesser, J. G. (2011). *Clinical social work practice: An integrated Approach (4<sup>th</sup> ed.)*. Boston: Allyn and bacon.

**Supplemental Text/Materials:**

Bentley, K. J., & Walsh, J. F. (2013). *The Social Worker and Psychotropic Medication Toward Effective Collaboration with Clients, Families, and Providers (3<sup>rd</sup> ed.)*. California: Brooks/Cole.

Boyd-Webb, N. (2011) *Social work practice with children (3<sup>rd</sup> ed.)*. New York: Guilford Press.

O’Hare, T. (2015). *Evidence-Based Practices for Social Workers: An Interdisciplinary Approach (2<sup>nd</sup> ed.)*. Chicago: Lyceum

Reading may also be assigned from other sources.

**Class Attendance Policy:**

Each student is required to participate in using Blackboard Communication Tools, taking online exams, and other aspects of Blackboard. You are expected to log in regularly (**daily**, perhaps several times per day) to submit assignments, check grades, personal messages, and view course materials. Student(s) who fail to participate in the online course during a course week will be deemed absent for that week. The absence will be annotated as absent unexcused (AU), unless the instructor has been informed beforehand and deemed the absence as absent excused (AE). The instructor shall report all absences to the main campus as required. A student who has not participated for 7 consecutive days regardless if the absences were deemed AU or AE shall be recommended for administrative withdrawal to the main campus. In a traditional classroom just because a student contacts the instructor and is excused from a scheduled class meeting does not mean the student is given credit for participation or attendance. The student is still annotated as

AU or AE. **The online classroom shall be no different in this respect.** It is the instructor's sole discretion as to what he/she shall consider AU or AE.

## **Policy and Procedure on Cheating and Plagiarism:**

### **Philosophy**

Honesty and integrity are essential values of Mississippi Valley State University's mission to pursue truth and knowledge. All persons – administrators, faculty, staff, and students – share the responsibility for achieving high standards of excellence. Academic dishonesty of any kind negates this mission and is unethical to the development of morally and ethically sound human beings. Therefore, Mississippi Valley State University will not tolerate cheating or plagiarism in any form. Cheating and plagiarism compromise the process of fair and equitable evaluation conferred by the University. Students who engage in such activities deny themselves the opportunity to benefit from accurate assessment and feedback and prevent full academic and personal development.

### **Responsibility**

Although the faculty of Mississippi Valley State University is responsible for establishing the standards for moral and academic excellence in teaching and learning, these standards can be reached only with the cooperation and support of students. Each student is expected, therefore, to accept responsibility for maintaining honesty and integrity in all endeavors inside and outside the classroom, studio, or laboratory. Faculty encourages ethical behaviors by: establishing an atmosphere of respect in the classroom; stating clearly on the syllabus their standards and expectations for academic performance, structuring learning situations that encourage honesty and deter cheating and plagiarism; and for presenting and enforcing the University's policy on academic dishonesty.

### **Definitions**

**Cheating** is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit. Such behavior also includes assisting another student in such practice. Although cheating is often associated with examinations, it is the intent of this definition that the term "cheating" not be limited to examination situations only, but also that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

**Plagiarism** is a specific type of cheating which consist of the misuse of the published and/or unpublished works of others by misrepresenting the intellectual property of others as one's own ideas or works.

### **Academic Sanctions for Cheating or Plagiarism**

When a faculty member responsible for a course has reason to believe that an action of a student falls within one or both of the aforementioned definitions, the faculty member should initiate a conference with the student to present the student with the charge and the evidence. If the student admits to the wrong doing, the instructor shall impose an academic sanction. The instructor has

the prerogative of lowering the grade, assigning a grade of “0” or “F” for the work submitted, assigning an “F” for the entire course, or recommending another penalty, including dismissal from the University. In the event that the student does not admit wrong doing or that no mutually agreeable settlement is reached as a result of the faculty-student conference, the faculty member will consult the department chair. (See page 33 for examples).

**Make-Up Examination Policy:**

It is the responsibility of the student to request a makeup examination within one week following the missed examination. The decision rests with the class instructor as to whether a student will be allowed to make up the test. The decision will be based on whether the instructor considers the reason for missing the examination to be justifiable.

**Teaching/Learning Strategies:**

SW 630 is not a lecture course only various teaching methods will be used to meet the core competencies and to stimulate discussions in the classroom. Students are expected to be active learners and collaborators by participating in discussion and sharing knowledge regarding issues being discussed. When students actively participate in class discussions learning is enriched. It is important that reading assignments be completed prior to each class session, including classes on Blackboard. Please take responsibility for seeking clarification of difficult materials encountered in the chapters, assigned readings, and lectures. This class will be formatted to accommodate the use of videos, assigned readings, presentations, and lectures. Guest speakers will also be invited to share knowledge and experiences in practice, policy development, and advocacy to help students to understand better about micro and macro practice.

**Distance Education Policy:**

In compliance with IHL policy and SACSCOC guidelines, MVSU Department of Social Work requires a minimum of 2250 minutes per three semester hour course, regardless of course delivery method, and may include final examination time. The number of weeks must meet federal financial aid requirements.

Syllabi for courses taught on-line or hybrid (partially on-line) must include outlines, calendars, and/or schedules of activities that demonstrate compliance with the 2250 minute requirement.

**Department of Social Work Hour Conversion Standards:**

<b>Activity</b>	<b>Undergraduate</b>	<b>Graduate</b>
Reading	15 pages per hour	20 pages per hour
Research paper writing	3 hours per page	3 hours per page
Essay writing	1.5 hours per page	1.5 hours per page
Quiz/exam	1 minute per multiple choice 2 minutes per short answer	1 minute per multiple choice 2 minutes per short answer
Exam study time	4 hours	4 hours
Threaded discussion	120 minutes per thread	120 minutes per thread
Group work	Number of minutes of interaction among group members	Number of minutes of interaction among group members

*These conversion standards are adopted and set by the Department of Social Work and approved by the Chair. Use of any other standards must be presented to the department and approved by the Chair.*

**Submission of Work:**

Scheduled assignments MUST be completed and successfully submitted through MVSU Blackboard. Upload Assignments by due date and time. Assignments automatically become **unavailable** after the due date/time expires. Every assignment should have a cover page, and the cover page and the assignment should be in the same electronic file in the right order. All assignments MUST be keyed using MS Word (saved as a .doc file); and no multiple submissions will be allowed.

**Course Drops/Incompletes:**

Students not completing the course for any reason are required to submit official drop notices to the Registrar’s Office prior to the deadline date. **This is your responsibility.** Failure to comply with the procedure WILL result in your receiving a letter grade of “F.”

[Not officially withdrawing from the university may impact your financial aid and result in you owing the university.](#)

**Online Communication Observation of “Netiquette”**

Students MUST use Blackboard mail for contact with the instructor and other members of the class. All your online communications should be composed with fairness, honesty and tact. What you put into an online course reflects on your level of professionalism.

**Technology Infusion:**

<b>Hardware: Operating System:</b>	Windows 98, 2000, NT, XP or a Macintosh System 8.1 or higher
<b>Processor:</b>	200 MHz or higher
<b>Memory:</b>	32 MB of RAM
<b>H Drive Space:</b>	100 MB free disk space
<b>Modem:</b>	28.8 kbps or higher
<b>Monitor:</b>	800x600 resolution

<b>Software: Internet Access:</b>	Any Internet Service Provider
<b>Browser:</b>	Internet Explorer, Netscape r 4.7 or higher*, AOL 5.0 or higher**
<b>Application</b>	Recommend Microsoft Word or application file name <b>.doc</b>
<b>Audio &amp; Video:</b>	RealPlayer, Quick Time

**Technical Problems:**

If you experience technical/computer difficulties (need help downloading browsers or plug-in, logging into your course, using your course web site tools, or experience errors or problems while in your online course), contact **MR. MACK PENDLETON** at 662.254.3114 as well as your instructor.

**Americans with Disabilities Act (Special Needs Policy)**

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for

a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in the Technical Education (IT) Building to register for the program at the beginning of each semester. If you are determined to be eligible after your confidential consultation, you will be provided with a Memo of Accommodations that must be submitted to each of your instructors.

For more information or to schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or [billy.benson@mvsu.edu](mailto:billy.benson@mvsu.edu).

### **Required Tasks/Activities:**

1. **Two case analyses/assessments:** A case scenario will be provided for students to complete a comprehensive assessment, diagnosis according to the DSM 5 using the information provided by the case scenario on the signs and symptoms, etc. In addition to the assessment students will develop a treatment plan addressing the client's problem(s), making use of the strength perspective. Student must take in consideration of diversity (i.e. age, gender, culture, and rural environment, etc.). **(Submit assignments online)**
2. **Weekly Case Assignments:** Each week a case will be assigned for you to answer questions that will be provided. You will submit your questions via Blackboard and share your response in class as your name is called. Thus always be prepared to respond in a professional scholarly manner. You must support your response in class.
3. **Classroom Group therapy project:** Two to three groups of five (determined based on class size) will conduct a therapeutic group session to address a diagnosis from the DSM V. The strength and empowerment perspective will be used to address the diagnosis and increase the efficacy of group intervention based on current literature. Each group member will write a brief overview of the intervention process including an annotated bibliography of ten peer-reviewed/scholarly journals on the treatment intervention and treatment modality used to address the diagnosis presented. Students must take in consideration of diversity (i.e. age, gender, culture, and rural environment, etc.).
4. **Mid-Semester Examination**
5. **Assessment tool critique:** Each student will be required to choose an assessment tool (scale) for adults or elderly person and use that tool in assessing a member of their chosen population. Students will:
  - a. Critically analyze the instrument for validity and reliability using a minimum of five peer-reviewed journals articles **(20 pts)**.
    - i. Provide background history of the scale for example who developed the scale, when was it developed, what is the purpose of the scale, etc.
    - ii. Discuss the scale in general for example the number of items on the scale, the scoring process for the scale, and how is the scale used
    - iii. Discuss strengths and challenges of the scale

- iv. Must have a copy of the scale
  - b. Administer the scale and submit a written clinical assessment of the client's result from the instrument **(25 pts)**
    - i. Provide a written review of their experience and offer suggestions regarding how the instrument could be modified to better gather needed information (if needed) for that particular population.
  - c. Discuss if the evaluation tool is culturally sensitive and appropriate to diverse clients. **(15 pts)**
  - d. Students will be required to present their findings in a Power point presentation not to exceed 15 minutes. **(15 pts)**
    - i. Power point handouts are expected to be given to each class member. **(5 pts)**
    - ii. Students must be dressed professional for presentation
  - e. Student must use APA including proper grammar and clinical social work jargon **(20 pts) (Submit assignment online and presentation in class).**
- 6. Research Theory Paper:** Theories are abstractions from the real world to give and show the existing relationship between or among variables or a given phenomenon. The aim of this assignment is to show how a social worker would apply a theory as an understanding of an assigned disorder. A group of three students will be required to complete a theory paper that will integrate a theory to explain the behavior and or attitude of a client with a mental diagnosis. **(Submit assignment online)** Your group paper **must be edited** before turning it in. The following should also be included in the paper:
- The assigned or selected diagnosis **(25 pts)**
    - i. Guidelines used for determining the diagnosis;
    - ii. diagnostic criteria
    - iii. Multidimensional summary of effective treatment methods for the disorder
    - iv. Discuss the controversies related to the diagnosis
  - Name of the theory and historical and theoretical origin of the theory **(25 pts)**
    - i. The tents/constructs of the theory.
    - ii. Rationale for using a particular theory or theories.
    - iii. how this theory explains the disorder
  - Explain how this theoretical explanation of the disorder is important to social work practice **(25 pts)**
  - Construction and development of the paper **(25 pts)**
    - i. APA format, correct grammar, punctuation, organization etc.
    - ii. Introduction and Conclusion
    - iii. At least 15 peer-reviewed/scholarly journals (the last five to ten years, unless it has historical value)
    - iv. A minimum of 20 pages this does not include your cover page and reference page.
- 7. Mental Health Colloquium:** To increase awareness of mental health issues, students are expected to present on a mental illness that is relevant with emphasis on mental health in rural areas. Date and time will be presented for approval of administration. Discussion

and planning for the colloquium will be ongoing to help assure students are well prepared for their presentation.

8. **Treatment Team Meeting: In class Presentation of diagnostic assessment & treatment plan** Students will present assessment to the class as if they are at a treatment team meeting. The class will behave in the manner of a treatment team member as the presenter lead the treatment team or staffing meeting. Students who are not presenting should be prepared to critique, challenged, and support the discussion about the client, to assure that treatment is appropriate and in line with cutting edge interventions and evidence-based practice. Assessment and treatment plan must be uploaded into Bb for grading. A brief report must be prepared to be given to classmates based on treatment team presentation.
  
9. **Comprehensive Final Examination: Examination will be based on all material covered throughout the semester.**

**Evaluation Procedures:**

**Performance Standards/Grading Policy**

**Assessments**

	<b>Value</b>	<b>Points</b>	<b>Due Dates</b>
<b>Case Analyses/Assessment I</b>	<b>1@50</b>	<b>100</b>	<b>September 12, 2018</b>
<b>Case Analyses/Assessment II</b>	<b>1@50</b>	<b>100</b>	<b>September 19, 2018</b>
<b>Mid-Term Examination</b>	<b>1@100</b>	<b>100</b>	<b>October 3, 2018</b>
<b>Group Therapy Project</b>	<b>1@100</b>	<b>100</b>	<b>October 10, 2018</b>
<b>Group Research Theory Paper</b>	<b>1@100</b>	<b>100</b>	<b>October 24, 2018</b>
<b>Assessment Tool Critique</b>	<b>1@100</b>	<b>100</b>	<b>October 31, 2018</b>
<b>Mental Health Colloquium</b>	<b>1@100</b>	<b>100</b>	<b>November 14, 2018</b>
<b>Group Treatment Plan Meeting</b>	<b>1@100</b>	<b>100</b>	<b>November 21, 2018</b>
<b>Final Examination</b>	<b>1@100</b>	<b>100</b>	<b>December 5, 2018</b>
<b>Weekly Case Assignments</b>	<b>10@10</b>	<b>100</b>	<b>TBA</b>
<b>Total</b>		<b>1000</b>	

**Grading Scale:**

<b>A</b>	<b>≥ 900</b>	<b>90% and above</b>
<b>B</b>	<b>800-799</b>	<b>80% to 89%</b>
<b>C</b>	<b>700-799</b>	<b>70% to 79%</b>
<b>D</b>	<b>600-699</b>	<b>60% to 69%</b>
<b>F</b>	<b>≤ 599</b>	<b>59% and below</b>

\*While a grade of “C” is passing, a student may not make more than two C’s in the MSW Program and must maintain a gpa of 3.0 or above. \* A grade of “D” is failing.

**COURSE ACTIVITIES**

<p><b>Week 1</b> <b>August 22, 2018</b></p> <p><b>Classroom</b></p> <p><b>Required to read and prepare for class prior to class meeting.</b></p> <p><b>6:00pm-8:40pm</b> <b>Total 160 Minutes</b></p>	<p>Abnormal Behavior in Historical Context</p> <ul style="list-style-type: none"> <li>• Cooper/Lesser Text Chapter 2: Key Issues in Clinical Practice</li> <li>• Cooper/Lesser Chapters 3:The Clinical Interview: The Process of Assessment</li> <li>• Cooper/Lesser Chapter 4: The Psychosocial Study: The Product of Assessment</li> </ul> <p>Pomeroy – The Clinical Assessment Workbook: Chapter 1</p>
<p><b>Week 2</b> <b>August 29, 2018</b></p> <p><b>Meet on Bb</b></p> <p><b>Total of 375 minutes</b></p>	<p>Discussion of Reading Materials and Rural mental health issues</p> <p>Assigned Readings:</p> <ul style="list-style-type: none"> <li>• Read the DSM-5 Classification, Preface and Section I. (60 minutes)</li> <li>• Read DSM- 5: pages 87-122 Schizophrenia Spectrum &amp; Other Psychotic Disorders – Pages 77-124 (135 minutes)</li> <li>• O’Hare – Chapter 5: Schizophrenia Spectrum Disorders – Pages 77-124 (135 minutes)</li> </ul> <p>Richards, K. E., &amp; Molina, Irma, A. (2007). The relationship between childhood abuse and adult suicidal behavior among rural former mental health patients. <i>Journal of Evidence-Based Social Work</i>, 4(1/2), 61-78. (45 minutes)</p>
<p><b>Week 3</b> <b>September 5, 2018</b> <b>Meet in classroom</b></p>	<p>Review Course Syllabus; Overview of Course Expectations and Activities</p> <ul style="list-style-type: none"> <li>• <b>Video - Behind Closed Doors: <i>The Story of Four Women struggling to reconcile violence within the psychiatric system</i></b></li> <li>• O’Hare Chapter 1: Definition, Processes, and Principles</li> <li>• O’Hare Chapter 2: Qualitative &amp; Quantitative Assessment</li> <li>• Cooper/Lesser Text Chapter 1 An Integrated Approach to Clinical Practice</li> </ul> <p><b>Required Article Reading:</b> Dumont, M. P. &amp; Dumont, D. M. (2009). Deinstitutionalization in the United States and Italy. <i>International Journal of Mental Health</i> 37(4), 61-70.</p>

<p><b>Week 4</b> <b>September 12, 2018</b></p> <p><b>Classroom</b></p> <p><b>6:00pm-8:40pm</b> <b>Total 160 Minutes</b></p> <p><b>Case Analyses/ Assessments I</b> <b>Due (Submit assignment online)</b></p>	<p>Assigned Readings</p> <ul style="list-style-type: none"> <li>• Chapter 5 of Cooper/Lesser: Multicultural Practice</li> <li>• DSM- 5 -pp 123-188: Bipolar &amp; Related Disorders &amp; Depressive Disorders</li> <li>• Students will also select an articles on “Rural Mental Health Research” and “Mental Health in Rural America” to discuss</li> <li>• Read an article on Systems and Ecological Perspectives</li> </ul>
<p><b>Week 5</b> <b>September 19, 2018</b></p> <p><b>Bb</b></p> <p><b>Total 310 minutes</b></p> <p><b>Case Analyses/ Assessments II</b> <b>Due (Submit assignment online)</b></p>	<p><i>Discussion on “Rural Mental Health Research and Mental Health in Rural America” Each student is required to read an article from a scholarly journal on the topic for discussion for this week. (60 minutes).</i></p> <p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>• DSM 5: Neurocognitive Disorders pages 591-643 (150 minutes)</li> <li>• Chapter 6 of Cooper/Lesser: Object Relations Theory: A Relational Psychodynamic Model – Pages 76-90 (40 minutes)</li> </ul> <p><b>Video- Systems of Psychotherapy (Reality Therapy) by Dr. Robert E. Wubbolding (60 minutes)</b></p>
<p><b>Week 6</b> <b>September 26, 2018</b></p> <p><b>Classroom</b></p> <p><b>6:00pm-8:40pm</b> <b>Total 160 Minutes</b></p>	<p>Assigned Readings:</p> <ul style="list-style-type: none"> <li>• Chapter 7 of Cooper/Lesser: Self-Psychology: A Relational Psychodynamic Model</li> <li>• Chapter 4 of Elizabeth Pomeroy Workbook; and pages 189-233 of the DSM-5. Anxiety Disorders</li> </ul> <p><b>Video- Systems of Psychotherapy (Cognitive Therapy) By Dr. Judith S. Beck</b></p>

<p><b>Week 7</b>  <b>October 3, 2018</b>  <b>Mid-Term</b></p> <p><b>Total 60 minutes</b></p>	<p><b>Comprehensive Mid-Term Exam TBA- 60 minutes</b></p>
<p><b>Week 8</b>  <b>October 10, 2018</b></p> <p><b>Classroom</b></p> <p><b>6:00pm-8:40pm</b>  <b>Total 160 Minutes</b></p> <p><b>Group Therapy</b></p>	<p>Assigned Readings:</p> <ul style="list-style-type: none"> <li>• Chapter 5 of Pomeroy and Wamback Workbook and Chapter 8 of Cooper/Lesser: Relational Theory</li> <li>• Read pages 265-290 in the DSM-5: Trauma- and Stressor- Related Disorders</li> <li>• O’Hare Chapter 9: Post-Traumatic Stress Disorder</li> <li>• Read an article on Crisis Theory and Intervention from a scholarly journal.</li> </ul> <p>“So When is it a breakdown in mental health and when is it a clever survival ruse?” – Students will watch oral history of Anji – an African-American woman who grew up in foster care. Students will discuss ramifications of her story.</p> <p><b>Video – Healing Neen: <i>This story illustrates the consequences that untreated trauma has on individuals and society at-large, including mental health problems, addiction, homelessness and incarceration.</i></b></p>
<p><b>Week 9</b>  <b>October 17, 2018</b></p> <p><b>Bb</b></p> <p><b>Total 240 Minutes</b></p>	<p>Assigned Readings:</p> <ul style="list-style-type: none"> <li>• Chapter 9 of Cooper/Lesser: Cognitive Theory: A Structural Approach – Pages 120-142 (60 minutes)</li> <li>• Chapter 6 of Pomeroy and Wamback – Pages 143-172 (75 minutes)</li> <li>• DSM-5 pp 291-307: Dissociative Disorders (45 minutes)</li> <li>• Discussion on assigned readings (60 minutes)</li> </ul>

<p><b>Week 10</b> <b>October 24, 2018</b></p> <p><b>Classroom</b> <b>6:00pm-8:40pm</b> <b>Total 160 Minutes</b></p> <p><b>Research Theory Paper Due</b></p>	<p>Assigned Readings:</p> <ul style="list-style-type: none"> <li>• Chapter 10 of Cooper/Lesser: Behavior Therapy: A Structural Approach</li> <li>• Pomeroy and Wamback Workbook; Chapter 7</li> <li>• DSM- 5 pp 309-360 Somatic Symptoms and Related Disorders</li> </ul> <p>Advanced Multi-Systemic (AMS) approaches to practice:</p> <ol style="list-style-type: none"> <li>1. similarities/differences with ecosystems perspective</li> <li>2. Use of Strengths and Empowerment Perspectives within AMS framework</li> </ol>
<p><b>Week 11</b> <b>October 31, 2018</b></p> <p><b>Bb</b> <b>Total 440 Minutes</b></p>	<p>Psychopharmacological Interventions</p> <p>Assigned Readings:</p> <ul style="list-style-type: none"> <li>• Chapter 13 of Cooper/Lesser: Clinical Practice with Children &amp; adolescents – Pages 190-203 (30 minutes)</li> <li>• Chapter 11&amp; 12 - Pages 257-292; Chapter 14 &amp; 15 – Pages 305-361 of Pomeroy and Wamback Workbook (270 minutes)</li> <li>• Pomeroy and Wamback Workbook; Chapter 13 Pages 293-304 (30 minutes)</li> <li>• DSM 5 pp. 685-703: Paraphilic Disorders (50 minutes)</li> <li>• Kaut, K. P., &amp; Dickinson, J. A. (2007). The mental health practitioner and psychopharmacology. <i>Journal of Mental Health Counseling</i>, 29(3), 204-225. (60 minutes)</li> </ul>
<p><b>Week 12</b> <b>November 7, 2018</b></p> <p><b>Classroom</b></p> <p><b>6:00pm-8:40pm</b> <b>Total 160 Minutes</b></p> <p><b>Assessment Tool Critique Due</b></p> <p>(Submit assignment online)</p>	<p>Assigned Readings:</p> <ul style="list-style-type: none"> <li>• Chapter 11 of Cooper/Lesser Text: Narrative Therapy</li> <li>• Pomeroy and Wamback Workbook; Chapter 8 &amp; 9</li> <li>• DSM- 5 pp. 361-422: Sleep-Wake Disorders</li> </ul> <p>Continuation of Psychopharmacological Interventions</p> <p>Mohr, W. K. (2006). Spiritual issues in psychiatric care. <i>Perspectives in Psychiatric Care</i>, 42(3), 174-183.</p>
<p><b>Week 13</b> <b>November 14, 2018</b></p> <p><b>Classroom</b> <b>6:00pm-8:40pm</b></p>	<p><b>Mental Health Colloquium</b></p>

<b>Total 160 Minutes</b>	
<b>Week 14 November 21, 2018</b>	<b>Fall Break &amp; Thanksgiving Holidays</b>  November 19-20 Fall Break November 21-23 Thanksgiving Holidays
<b>Week 15 November 28, 2018 6:00pm-8:40pm Total 160 Minutes</b>	<b>Treatment Team Meeting</b>
<b>December 5, 2018 Classroom 6:00pm-8:40pm Total 160 Minutes</b>	<b>Comprehensive Final Examination TBA</b>
<b>Minimum Requirement per 3hours course is 2, 250 minutes</b>	<b>Grand Total Minutes 3,185</b>

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