Course Description
This three-credit course analyzes issues and intervention strategies of social workers in a variety of settings regarding mental illness. Understanding mental disorders from a social work perspective will organize the course. Problems frequently presented, treatment alternatives, interdisciplinary practice and ethical issues will be covered. Knowledge of psychopharmacology and roles social workers play in medication management will be examined.

Prerequisites: SWK 1800 and 45 earned credits.

Course Objectives (student learning outcomes)
At the completion of this course, the student will demonstrate an ability to:

1. Identify as a Professional Social Worker and Conduct Oneself Accordingly (EP 2.1.1, program learning outcome one)

<table>
<thead>
<tr>
<th>Student learning outcome/practice behavior:</th>
<th>Course activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice personal reflection and self-correction to assure continual professional development</td>
<td>Score of 70/80 or higher on the explore a disorder assignment</td>
</tr>
</tbody>
</table>

2. Apply social work ethical principles to guide professional practice (EP 2.1.2, program learning outcome two)

<table>
<thead>
<tr>
<th>Student Learning Outcome/practice behavior:</th>
<th>Course activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply strategies of ethical reasoning to arrive at principled decisions</td>
<td>Score of 15/20 points on the final examination</td>
</tr>
</tbody>
</table>

3. Apply knowledge of human behavior and the social environment (EP 2.1.7, program learning outcome five)

<table>
<thead>
<tr>
<th>Student Learning Outcome/practice behavior:</th>
<th>Course activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critique and apply knowledge to understand person and environment</td>
<td>Score of 70/80 or higher on the “share what you know” assignment</td>
</tr>
</tbody>
</table>

4. Respond to contexts that shape practice (EP 2.1.9, program learning outcome nine).

<table>
<thead>
<tr>
<th>Student Learning Outcome/practice behavior:</th>
<th>Course activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends that provide relevant services</td>
<td>Participation in course discussion boards</td>
</tr>
</tbody>
</table>

Required Text and Readings

Student Consumer Rights and Responsibilities
The Higher Education Opportunity Act (Public Law 110-315) (HEOA) was enacted on August 14, 2008, and reauthorizes the Higher Education Act of 1965, as amended (the HEA). The HEOA (2008) requires colleges and universities to provide students with information necessary to make informed decisions concerning their educational experiences. Mansfield University strives to serve its students fairly and equitably. The following MU website provides an inclusive list by topic of student consumer rights and responsibilities: http://mansfield.edu/HEA/

Copyright

The University fully supports the Copyright Laws of the United States. Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to any original work in any tangible medium of expression. Images displayable on computer screens, computer software, music, books, magazines, journals, photographs, and articles are among items subject to copyright. A work need not be explicitly labeled with a copyright notice to be afforded copyright protection. For more information on Copyright please consult the Mansfield University Copyright Information website: http://mansfield.libguides.com/copyright.

Academic Integrity

The integrity of all scholarly work is at the foundation of an academic community. Students are expected to do their own academic work. Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism is unacceptable. Faculty are expected to instruct students in ways of avoiding these forms of academic dishonesty. Faculty are also responsible for assessing and reporting all charges of academic dishonesty to the Office of the Provost. See the policy and procedure listed at: http://mansfield.edu/academic-affairs/resources-for-faculty/forms-and-procedures/ under “Academic Integrity Policy.”

Students Requesting Academic and/or Access Accommodations

Students with documented learning disabilities, physical challenges, or other significant medical conditions that may affect their learning in this course should meet with the University’s Disability Advisor in the Department of Academic and Human Development (141 South Hall, Phone: 662-4436) as soon as possible. The Disability Advisor will arrange to provide your professors with an appropriate letter so that your particular needs may be served more effectively. If you have a disability that requires classroom or testing accommodations, the advisor will also clarify appropriate arrangements.

Grading Scale

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Grade Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 374-400</td>
<td>A Level Exceeds expectations. Content &amp; technical merit is outstanding. Reflects mastery of material.</td>
</tr>
<tr>
<td>A- 358-373</td>
<td></td>
</tr>
<tr>
<td>B+ 346-357</td>
<td>B Level Meets expectations. Content &amp; technical merit is good. Reflects acceptable grasp of material.</td>
</tr>
<tr>
<td>B 330-345</td>
<td></td>
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<tr>
<td>B- 318-329</td>
<td></td>
</tr>
<tr>
<td>C+ 306-317</td>
<td>C Level Borders expectations. Content &amp; technical merit is adequate. Reflects familiarity with material with gaps in application.</td>
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<tr>
<td>C 290-305</td>
<td></td>
</tr>
<tr>
<td>C- 278-289</td>
<td></td>
</tr>
<tr>
<td>D+ 266-277</td>
<td>D Level Below expectations. Content &amp; technical merit is marginal. Reflects inadequate understanding &amp; use of material.</td>
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<tr>
<td>D 250-265</td>
<td></td>
</tr>
<tr>
<td>D- 238-249</td>
<td></td>
</tr>
<tr>
<td>F  &lt; 237</td>
<td>F Failure</td>
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</tbody>
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Assignments/Due Dates

Students are expected to be prepared by reading material in advance and requesting additional clarification as needed. Assignments are due on the date listed, prior to 12:00 noon. Late assignments will NOT be accepted. Any assignment may be turned in early, and should be submitted via the dropbox in Desire2Learn unless otherwise specified. All assignments should be professionally looking and grammatically correct. Issues of grammar and spelling will be considered when awarding points.
Assignment | Due Date | Points | % of final grade
--- | --- | --- | ---
Explore a disorder paper | 9/18 | 80 | 20
Weekly online assignments/participation | TBA | 80 | 20
Share what you know assignment | TBA | 100 | 25
Content clip | TBA | 20 | 5
Book analysis | 11/6 | 100 | 25
Final assignment | 12/9 | 20 | 5
**Total** | **400** | **100**

**Details of Assignments:**

**Explore a disorder assignment (worth 80 points)**
The purpose of this exercise is to investigate insurance coverage for a randomly-assigned mental health diagnosis. Students will complete a minimum of a 3-page paper in grammatically correct format that answers the questions below for their assigned diagnosis. This assignment is related to course objective one.

1. Research your assigned diagnosis and how you believe you may react to having been informed of this diagnosis. What common public perceptions exist about this diagnosis? How do you believe your family would react to this diagnosis?
2. What insurance coverage exists for this diagnosis? How many psychiatric appointments are allowed per year? What is the number of therapist, non-psychiatric visits allowed? What is the reimbursement rate and plan? Are second opinions covered? Are social workers approved as providers by the plan? Call the insurer directly rather than relying on what a website says. How does it feel to ask these questions? If you have no health insurance, what does that mean to you with this diagnosis?
3. What medications are you likely to be prescribed? Research the most common. What does this medication cost? What can you expect to be side effects? What are you concerns about this medication?
4. Describe what you learned from this assignment.

**Weekly online assignments/participation (worth 80 points)**
Students will be responsible for participating in electronic (nonsynchronous) discussions with peers, and for submitting reactions on various assignments to the instructor. This assignment is related to course objective four.

**Share what you know assignment (worth 100 points)**
The purpose of this assignment is to explore an assigned diagnosis and educate others about it. This assignment is related to course objective three.

1. Research your randomly-assigned diagnosis (different from the one used in the “explore a disorder” assignment).
2. Share a less-than-five minute electronic presentation you prepare. You may use powerpoint or video technology, using jing and/or youtube or vimeo to produce this video.
3. The video should minimally include an overview of the diagnosis, typical treatment of the disorder, common features, how a social worker may intervene.
4. A one-page paper should be completed that describes what you learned and the feedback you received.
5. Due date will vary, based on the assigned diagnosis.

**Content clip (worth 20 points)**
The purpose of this assignment is to provide an opportunity for students to explore and select a content clip about a particular treatment theme or term. This assignment is related to course objective three.

The student will be assigned a particular treatment theme. They will locate a “content clip” about the theme. The clip will be a brief video or website. The link will be provided to the instructor, along with an explanation of the how the clip relates to the assigned theme.

**Book Analysis (worth 100 points)**
The student will select a book to read that he/she has NOT read before that illustrates some principle of mental health diagnosis or treatment. A list of books that are acceptable will be posted on D2L. If the student wishes to read another book, advanced permission of the instructor will be required. The book will be selected by week four. For the analysis, the student will write a paper that will critically analyze the book selected, and make a clear connection to material covered in this class. The course text must be referenced, as well as three additional professional references. Students will be graded using a rubric that will be shared in advance, which will cover: introduction, main ideas, analysis, conclusion and grammar/organization/clarity. This assignment is related to objective three.

Final assignment (worth 20 points)
Each student will develop their personal view of mental health and the strengths approach. Using guidelines provided, the student will explain this perspective in a two-page paper. This exam is related to course objective two.

Organization of the Course
It is critical that the student who aims at doing well in this course keeps current with assigned readings and projects as indicated on Desire2Learn. Weekly work will be posted to Desire2Learn, along with instructions for completing it. Types of work that will be required will include watching instructor-developed screencasts, exploring websites, reading from the syllabus and other selected articles; viewing of videos that illustrate key concepts, responding to discussion board scenarios, completing weekly quizzes and using the dropbox to submit assignments and weekly exercises.

SEMMESTER SCHEDULE *

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DUE DATE</th>
<th>TOPICS and READINGS</th>
</tr>
</thead>
</table>
| 1    | 8/28     | Diagnosis and the social work profession  
Readings: Chapter 1 |
| 2    | 9/4      | Biopsychosocial risk and resilience ands strengths assessment  
Readings: Chapter 2 |
| 3    | 9/11     | Autistic disorder  
Readings: Chapter 3 |
| 4    | 9/18     | Attention-deficit hyperactivity disorder  
Readings: Chapter 4  
**Book selection for analysis due** |
| 5    | 9/25     | Oppositional defiant disorder and conduct disorder  
Readings: Chapter 5  
**Explore a disorder assignment** |
| 6    | 10/2     | Cognitive disorders  
Readings: Chapter 6 |
| 7    | 10/9     | Substance-related disorders  
Readings: Chapter 7 |
| 8    | 10/16    | Psychotic disorders  
Readings: Chapter 8 |
| 9    | 10/23    | Depressive disorders  
Readings: Chapter 9 |
| 10   | 10/30    | Bipolar disorder  
Readings: Chapter 10 |
| 11   | 11/6     | Anxiety disorders  
**Book analysis due**  
Readings: Chapter 11 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Date/Day</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>11/13</td>
<td>Eating disorders</td>
<td>Readings: Chapter 12</td>
</tr>
<tr>
<td>13</td>
<td>11/20</td>
<td>Personality Disorders</td>
<td>Readings: Chapter 13</td>
</tr>
<tr>
<td></td>
<td>11/27</td>
<td>Thanksgiving break – no assignment due</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>12/4</td>
<td>Looking to the future</td>
<td>Readings: posted on D2L</td>
</tr>
<tr>
<td>12/9</td>
<td></td>
<td><strong>Final assignment due</strong></td>
<td></td>
</tr>
</tbody>
</table>