

 **ARIZONA STATE
UNIVERSITY**
SCHOOL OF SOCIAL WORK
SWG 606 – Online
Assessment of Mental Disorders
FALL 2021

Primary Instructor: Cora Bruno, DBH, MSW, LCSW cora.bruno@asu.edu

- I. Name and Number of Course:** SWG 606 Assessment of Mental Disorders
- II. Program Level:** Master Level
- III. Course Requirements:** 3 Credit Semester Hours
ADP Concentration
Required for all ADP Students or Elective
- IV. Land Acknowledgement**

The School of Social Work acknowledges, with respect, that the physical locations of the Arizona State University School of Social Work are within the ancestral homelands of those American Indian tribes that have sustained connections to its lands and waters since time immemorial, including the Akimel O’odham (Pima), Pee Posh (Maricopa), and Tohono O’odham peoples.
- V. Statement on Inclusion**

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective.
- VI. Course Description:**

Theories and concepts of mental health and illness. Attention to classification systems and nomenclature used in assessing mental disorders from a social work perspective.
- VII. Rationale for the Course:**

This course is designed to expose students to a critical analysis of common classification systems and nomenclature used by practitioners to communicate, predict and plan interventions for individuals with mental disorders. The course serves as a compliment to other courses taken by students in the field of human behavior and the social environment by examining the risk and protective factors for developing mental disorders. Traditional areas of psychopathology and principles of differential assessment of mental disorders (e.g. mood disorders, schizophrenias, disorders of children and adolescents, etc.) are compared and contrasted with strengths-based assessment and principles of recovery. The course enriches student knowledge of human behavior relevant to practice with culturally and socially diverse individuals diagnosed with serious mental disorders and differentiates social work principles of assessment from the principles of the DSM-5 and other forms of disease classification and nomenclature.

VIII. CSWE EPAS (2015) Competences:

1.	Demonstrate Ethical and Professional Behavior
2.	Engage Diversity and Difference in Practice
3.	Advance Human Rights and Social, Economic, and Environmental
4.	Engage in Practice-informed Research and Research-informed Practice
5.	Engage in Policy Practice
6.	Engage with Individuals, Families, Groups, Organizations, and Communities
7.	Assess Individuals, Families, Groups, Organizations, and Communities
8.	Intervene with Individuals, Families, Groups, Organizations, and Communities
9.	Evaluate Practice in direct practice settings with Individuals, Families, Groups, Organizations, and Communities
10.	Demonstrate working knowledge of the social, political, and cultural diversity of the Southwest and apply that expertise across all practice levels and locations.

CSWE EPAS (2015) Advanced ADP Competencies & Practice Skills used in this course:

Upon completion of this course, the student should be able to:

- ***Demonstrate Ethical and Professional Behavior:*** Social Workers as Advanced Direct Practitioners (ADP) transfer and synthesize foundational knowledge of the values and ethical standards of the profession linking advanced theoretical models to direct practice settings and situations. Students in the ADP concentration use critical thinking to inform their professional judgement and behavior. Students in the ADP concentration, when making ethical decisions involving clients, formulate case conceptualizations that incorporate Person-In-environment, Micro, Mezzo and Macro systems. Students in the ADP concentration employ frameworks of Evidence-Based Decision Making, Evidence-based practice, research and policy. ADP social workers have a commitment to life-long learning. ADP social workers leverage their understanding of emerging technologies in practice settings, and assess for appropriateness of use, being mindful of the balance needed between privacy and the need for flexibility in service delivery. Understand our role as social workers in aid to our clients, taking into consideration the inherent power differential within the therapeutic relationship.
Practice Skills: Uses NASW Code of Ethics and practice informed research to guide practice and ethical decision making in practice situations with clients. Demonstrate enhanced professional use of self, ethics and intentional critical thinking and problem solving using the lens of an advanced direct practitioner. Recognize ethical considerations and can make decisions more independently while appropriately seeking guidance and feedback in supervision. Formulate and analyze complex multi-dimensional issues and showcase mastery in case conceptualization that incorporates person in environment, and micro, mezzo, and macro systems. Incorporate frameworks of evidence-based decision making, evidence-based practice, research and policy. Participate in professional development opportunities. Utilize emerging technologies and take appropriate considerations in regards to safety, security, and privacy.
- ***Engage Diversity and Difference in Practice:*** Social Workers as Advanced Direct Practitioners assess intersectionality to adapt therapeutic approaches that illustrate cultural responsiveness. Direct practitioners recognize and analyze the connection between systemic oppression and marginality as it relates to privilege, so they can engage in strength-based trauma-informed approaches in practice with self and others. Their insight extends across micro, mezzo and

macro systems and how individuals, families, groups, organizations and communities across these levels are impacted by oppression and discrimination.

Practice Skills: Assess intersectionality with clients and use anti-oppressive and anti-racist approaches to engage with diverse populations and communities. Identify and utilize therapeutic approaches that illustrate cultural responsiveness. Analyze the connection between systematic oppression and marginality and identify sources of oppression and marginality when working with diverse populations. Demonstrate an understanding of how to use strength-based trauma-informed approaches in practice with self and others as a way to enhance client outcomes of populations who experience systematic oppression and marginalization.

- **Advanced Human Rights and Social, Economic, and Environmental Justice:** Social Workers as Advanced Direct Practitioners engage in a discovery process of the global interconnections of oppression and human rights, enhancing awareness of social, economic and environmental influences to eliminate barriers faced by clients. Social Workers understand strategies designed to eliminate oppressive structural barriers and ensure that social goods, right, and responsibilities are distributed equitably and that civil, political, environmental, economic, social and cultural human rights are protected.
Practice Skills: Critically analyze structural factors such as racism and violence which contribute to persistent disparities for marginalized populations.
Adhere to The Universal Declaration of Human rights to promote social justice across micro, mezzo and macro systems and effect change.
Identify issues that affect the primacy of human rights, including freedom, safety, privacy, a living wage, an adequate standard of living, health care and education at the micro, mezzo, and macro level and help clients to eliminate barriers.
- **Engage in Practice-informed Research and Research-informed Practice:** Social Workers as Advanced Direct Practitioners employ current research to ensure chosen interventions are evidence based and culturally appropriate. Through evidence-based decision making, students in the ADP concentration will apply quantitative and qualitative research methods and translate research findings into effective practice.
Practice Skills: Applies critical thinking to evidenced-based research.
Translates research findings into effective practice that is culturally sensitive and considers environmental, sociocultural and historical factors.
Evaluate current research and best practices and demonstrates evidenced-based decision making when deciding on which models, framework, and interventions to use.
- **Engage with Individuals, Families, Groups, Organizations, and Communities:** Social Workers as Advanced Direct Practitioners value the importance of engagement, professional use of self, and prioritize the building and maintaining of rapport with clients. ADP students employ frameworks, models and theories to inform micro, macro and mezzo practice and enhance engagement. ADP students recognize the influence of their personal experiences and affective reactions on effective engagement and rapport with clients.
Practice Skills: Demonstrate appropriate engagement, professional use of self, and rapport building with clients. Utilize frameworks, models, and theories in micro, mezzo, and macro practice to enhance effective engagement and interprofessional collaboration.

- ***Assess Individuals, Families, Groups, Organizations, and Communities:*** Social Workers as Advanced Direct Practitioners strengthen their engage and build upon foundation content to become more advanced in trauma-informed multi-dimensional assessments, which informs evidence-based treatment strategies and interventions. Through the assessment process, ADP students will identify strengths, resources, and unique challenges within the person-in-environment framework. ADP students participate in interprofessional collaboration on micro, mezzo and macro levels.

Practice Skills: Complete multi-dimensional, trauma-informed assessment process to inform evidence-based treatment strategies. Identify strengths, resources, and unique challenges for clients within the person in environment framework. Participate in interprofessional collaboration on micro, mezzo and macro levels during the assessment process. Demonstrate multi-dimensional, trauma-informed assessment process. Students use research knowledge to inform their choice of intervention strategies.
- ***Intervene with Individuals, Families, Groups, Organizations, and Communities:*** Social Workers as Advanced Direct Practitioners apply a variety of evidence-based practice models and their correlating interventions based on needs identified in the multi-dimensional, trauma-informed assessment process. Direct practitioners recognize the importance of, and are active participants in an interprofessional team approach to intervene with clients. ADP students demonstrate advanced proficiency in specific treatment practice models.

Practice Skills: Demonstrate proficiency in identifying and utilizing a variety of evidenced-based practice models. Identify and utilize Best Practice interventions based on needs identified in the assessment process using evidenced-based decision-making models.

IX. Course Units:

1. DSM-5 assumptions, cultural and legal definitions of mental disorders, and mental health nomenclature.
2. Performing a comprehensive mental status examination and a biopsychosocial formulation: Applications to neurocognitive disorders, medication induced movement disorders, and attention deficits.
3. Disorders: Their Symptoms, Signs and Issues in Differential Assessment.

X. Key Concepts:

Categorical/dimensional approaches to classification labeling as an independent variable labeling as a dependent variable syndrome illness disorder disease formal MSE risk and protective factors strengths based assessments signs symptoms issues first rank symptoms delusions hallucinations systematized and non-systematized delusions thought content disorders stream of thought disturbance multi-axial system for classification flat affect broad affect alogia anhedonia mannerisms psychopharmacological interventions elevated mood dystonia idiographic insanity TD (tardive dyskinesia)	Prototypical models of diagnosis Continuity of thought disorders Informal MSE Recent memory Remote memory Immediate memory Culture bound syndromes Gender variations Avolition Movement disorders Cognitive disorders disorders of infancy and childhood schizophrenias mood disorders anxiety disorders personality disorders substance abuse disorders impulse control disorders differential assessment positive and negative symptoms illusions obsessions compulsions confabulation drug side effects expansive mood akathisia pathogenesis EPS mental competency recovery
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XI. ASU & Related Professional Policies:

Students are responsible for reviewing and complying with all ASU policies, including the following:

Academic Integrity Policy

<https://provost.asu.edu/academic-integrity>

Academic dishonesty or “cheating” will result in an E in the course and referral to the Standard

Committee for social work students and to your home department for students from other majors.

Cheating includes working with others to complete quizzes and other assignments, plagiarizing from the textbook, lectures, or websites; getting answers from someone or websites; and sharing assignment information with others. Aiding anyone in this process will also result in a referral to the standards/ethics committee of your discipline.

Review this [tutorial on Academic Integrity](#). Anyone in violation of these policies is subject to sanctions.

Avoiding Plagiarism

Some students truly do not understand what plagiarism is, and therefore plagiarize unwittingly or unintentionally. But ignorance is not an excuse for unethical academic conduct. To avoid plagiarism, review this [tutorial on Plagiarism Awareness](#) and this [reference on Avoiding Plagiarism](#). Moreover, read the following rules that apply regardless of the citation form or style you may be using:

1. Direct Quotations – Whenever you directly quote someone else, you must provide a citation to the source of the material from which you are quoting. Moreover, you must put the material in quotation marks or otherwise set it off in an indented quote so the reader knows what words are yours and what words are quoted. It is unacceptable to use the words of others and only partially quote the original source. This is true even if you provide citation to the source both in text and in your references section!
2. Paraphrasing/Indirect Quotations – Whenever you indirectly quote someone else (i.e., you paraphrase the work of another), you must provide a citation to the source of the material from which you are paraphrasing. Simply changing the structure of a sentence, or a few words in a sentence so that the sentence you write is not an exact quote from the original source does not mean a citation is not needed. This is because the idea you are expressing is not your own, but rather someone else's.
3. Using Other's Ideas – Even if you compose an entire paragraph of writing in your own words (i.e., neither quoted nor paraphrased), if the idea you are expressing in that paragraph is not your own, original idea, you must provide a citation to the source from which you obtained this idea.
4. Collaborative Work – If you collaborate on any work with someone else and fail to acknowledge that collaboration, you are guilty of plagiarism. If you have received permission from your professor to collaborate on some assignment, be sure that all of the contributor's names appear on the submission.
5. Altering or Revising Another's Work – If you alter or revise the work done by someone and submit that work as your own, you have plagiarized. Similarly, if you allow someone else to alter or revise work that you have done and then allow that person to submit it as his or her own work, you are both guilty of plagiarism. Work that is not entirely your own must be credited by citation, both in text and in your references page.

6. **Altering or Revising Your Own Prior Work** – You should also be aware that reusing or revising your own work that was prepared for another class or another professor, and not bringing it to the attention of the professor to whom you are submitting the revised work is also academic dishonesty. If, for example, you have two classes that require a term paper, and you can write one paper that meets the requirements of both classes, you may not submit that paper to both professors unless you get permission to do so in advance from both professors. Similarly, if you wrote a paper several semesters ago that can be revised and submitted in satisfaction of a paper requirement for a course in which you are currently enrolled, doing so is academic dishonesty unless you get the advanced permission of your professor to do so. The reason this is dishonest is that it is not an original work prepared in satisfaction for the requirements on the course you are currently taking. Contact your instructor for written approval if you are seeking an exception for unique cases.

Student Code of Conduct:

<https://eoss.asu.edu/dos/srr/codeofconduct>

Computer, Internet, and Electronic Communications Policy:

<https://www.asu.edu/aad/manuals/acd/acd125.html>

Missed Classes Due to University Sanctioned Activities:

<http://www.asu.edu/aad/manuals/acd/acd304-02.html>

Accommodations for Religious Practices:

<http://www.asu.edu/aad/manuals/acd/acd304-04.html>

Commercial Note Taking Services:

<http://www.asu.edu/aad/manuals/acd/acd304-06.html>

Handling Disruptive, Threatening, or Violent Individuals on Campus:

<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>

Title IX:

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.

For an online tool that is designed to help students who may be experiencing dating violence evaluate their safety, make decisions, and connect to campus and community services, visit: www.myplanapp.org. myPlan is available for students of all gender identities and sexual orientations. This tool is also for friends who want to support someone they are concerned may be in an abusive relationship.

National Association of Social Workers Code of Ethics:

The National Association of Social Workers (NASW) Code of Ethics is a guide to the everyday conduct of professional social workers. Sections are: 1) The Preamble which summarizes the social work profession's mission and values; 2) The Purpose which is an overview of the Code's main functions and a brief guide for dealing with ethical dilemmas; 3) Ethical principles which set forth ideals that all social workers should aspire to based on social work's core values of service, social justice, dignity and worth of a person, importance of human relationships, integrity, and competence; and, 4) Ethical standards to guide social workers' conduct.

COVID-19 Testing: ASU is providing contact tracing and case management for students who test positive for COVID-19. If you disclose that you have tested positive for COVID-19 to an instructor or staff member, please note that our employees will provide that information to our Dean of Students to provide you support and to make decisions about informing other students, faculty and staff who could be at risk due to recent contact with you.

Face Coverings: All students and instructors are expected to follow [ASU's Community of Care Policy](#) that requires wearing face coverings while in a classroom for in-person instruction. Students who come to class without a face covering will be asked to comply with this policy by putting on a face covering. If a student does not comply, that student will be asked to leave the classroom and join the class over Zoom. Incidents that involve a failure to leave the classroom or returning again without a face covering will be referred to the Dean of Students office as these behaviors indicate a violation of the student code of conduct.

Please review at:

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-Spanish>

XII. Accommodations for Students with Disabilities

If you are a student with a disability and have need of assistance or special accommodations, please review the following policy:

<http://www.asu.edu/aad/manuals/ssm/index.html#700> and contact the ASU Disability Resource Center (DRC). Students requesting accommodations for a disability must be registered with the DRC, and must submit appropriate documentation to the instructor from the DRC. Students may contact the DRC at the Downtown Phoenix Campus: <https://eoss.asu.edu/drc/contactus>

XIII. Health Insurance Portability and Accountability Act (HIPAA) Policy Statement

Even as students, social workers are subject to HIPAA regulations that protect client health information. To comply with these regulations, any client information you present from your internship or work must be de-identified. Any information that would allow someone to determine the client's identity must be changed or eliminated. This includes obvious information like names and birthdates. Other information so unique to the person that it will allow for identification may include such variables as diagnosis, race/ethnicity, gender, sexual orientation, and place of residence.

XIV. Professional Conduct and Civility in the Classroom

Professional conduct is expected in the classroom setting. That is, students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. College courses bring together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This course may deal with complex and controversial issues that often feel challenging and uncomfortable. We will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, students must engage with one another with civility, respect, and professionalism. Students are asked to carefully evaluate their own thinking about violence against women, including their biases, work experiences, and understandings.

Required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures](#), [Computer, Internet, and Electronic Communications policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). In addition,

- [Students are entitled to receive instruction free from interference](#) by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#).
- Although you are welcome to disagree with the professor or your classmates, everyone is expected to participate respectfully. Students who engage in personal attacks; who use rude, insulting, or disrespectful language; or who engage in other disruptive or threatening behavior may face disciplinary action. Indeed, an instructor may withdraw a student from a course with a mark of 'W' or 'E' when the student's behavior disrupts the educational process. In addition, students may face formal disciplinary action in the Office of Student Judicial Affairs. For more details about the University's Student Code of Conduct, please visit the following link and read the Arizona Board of Regents Policy Manual Sections 5-301 to 5-404, the terms of which are hereby incorporated by reference into this syllabus: <https://www.azregents.edu/board-committees/policy-manual>
- Appropriate online behavior (also known as netiquette) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

XV. Self-Care, Unanticipated Distress and Counseling Services

Throughout the learning that occurs in this course, students are asked to continually and carefully evaluate their own thoughts and feelings, be mindful of their reactions to the material, and practice self-care as needed. Given the nature of the material presented, the emotional content may be difficult.

Students may experience unexpected and/or distressing responses to course content and discussions. Please communicate with me if you need support around distress arising from course content. Please also be aware that ASU offers counseling services for enrolled students. For more information, please go to the ASU Counseling Services website: <https://eoss.asu.edu/counseling> or call (480) 965-6146, Monday – Friday 8am – 5pm. After business hours, call the EMPACT ASU-dedicated hotline at (480) 921-1006. Student Advocacy and Assistance in the Dean of Students office guides students in resolving educational, personal and other difficulties by linking students with appropriate university and community resources

XVI. Faculty as Mandated Reporters

Course faculty are mandated reporters; therefore, anything communicated in class or in a course assignment or assessment that raises concern about safety and/or well-being of a student or another individual or group may be cause for intervention and communication with other university staff and community officials.

XVII. Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities, and all humans have the right to be addressed in accordance with their personal identity. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise the instructor of your preference early in the semester.

XVIII. Required Texts & Resources:

- American Psychiatric Association (2013). *Diagnostic and Statistical manual of Mental Disorders. 5th edition*. Washington, D.C.: American Psychiatric Press.
ISBN-13: 978-0890425558 or ISBN-10: 0890425558
- Kilgus, M.D., Maxmen, J.S. & Ward, N.G. (2016). *Essential psychopathology & Its Treatment. 4th Edition*. New York: W. W. Norton & Company.
ISBN-13: 978-0393710649 or ISBN-10: 0393710645
- Access to **NETFLIX, HULU, AMAZON Prime etc is required for this course**. You will be required to watch a movie for the final case assessment.
*Please Note: Additional readings are available electronically on either the course Canvas website (<http://myasucourses.asu.edu>).

Recommended Resources:

- American Psychological Association. (2020). *Publication Manual of the American Psychological Association. 7th Edition*. Washington, DC: American Psychological Association.
ISBN-13: 978-1433832161 or ISBN-10: 143383216X

XIX. Course Schedule:

SWG 606 – Course Schedule

(Topics & Readings subject to change at Primary Instructor's discretion)

****This course schedule is subject to change. Any and All changes will be posted on the course portal and emailed to enrolled students. ****

MODULE/WEEK 1 = AUGUST 19-22, 2021

Introduction to the course, critical thinking about diagnosis and assessment, person in environment and introduction to terminology.

Required readings:

DSM-5 = pp. 10-17, pp. 19-25 (SECTION I – DSM-5 BASICS, INTRODUCTION & USE OF THE MANUAL) and pp. 749-759 (CULTURAL FORMULATION), pp. 833-837 (GLOSSARY OF CULTURAL CONCEPTS OF DISTRESS).

DSM-5 = pp. xiii-xi (DSM-5 CLASSIFICATION), 817-831 (GLOSSARY).

DSM-5 = pp. 25 (CAUTIONARY STATEMENT FOR FORENSIC USE OF DSM-5)

Kilgus, Maxmen & Ward = Ch. 1, 7, 8, 9

Williams, M.T., Metzger, I.W., Leins, C., & DeLapp, C. (2018). Assessing Racial Trauma Within a DSM-5 Framework: The UConn Racial/Ethnic Stress and Trauma Survey. *American Psychological Association*, 3(4), 242-260

Recommended readings:

Regier, D.A., Narrow, W. E., Kuhl, EA, Kupfer, DJ (2009). The conceptual development of DSM-V. *American Journal of Psychiatry*, 166, 645-650. Retrieve at

http://www.dsm5.org/Research/Documents/Regier%20et%20al_AJP2009.pdf

Wakefield, J.C. (2013). DSM-5 and Clinical Social Work: Mental Disorders and Psychological Justice as Goals of Clinical Intervention, *Clinical Social Work Journal*, 41, 131-138.

Wakefield, J.C. (2013). DSM-5: An Overview of Changes and Controversies, *Clinical Social Work Journal*, 41, 139-154.

Krohn, D. (2013). The Three Fallacies: Evaluating Three Problematic Trends in Clinical Practice, *Clinical Social Work Journal*, 41, 192-204.

Corrigan, P.W. (2007). How Clinical Diagnosis Might Exacerbate the Stigma of Mental Illness. *Social Work*. (52,31-39).

Lilienfeld, S.O., & Landfield K. (2009). Issues in diagnosis: categorical vs. dimensional. In W.E. Craighead, L.W. Craighead and D.J. Miklowitz (Eds.), *Psychopathology: History, diagnosis and empirical foundations* (pp. 1-33). New York: Wiley.

Student Introduction & Ice Breaker DUE Sunday, 8/22/21 by 11:59pm (MST AZ Time)

DB #1 = Initial Discussion Board Post is DUE 8/22/21 by 11:59pm & TWO (2) Posts are DUE 8/22/21 by 11:59pm (MST AZ Time)

MODULE/WEEK 2 = AUGUST 23 - 29, 2021

Mental Status Examination, Assessment, Adjustment Disorders & Other Conditions That May Be Focus of Clinical Attention

Required Readings:

DSM-5 = pp. 286-289 (ADJUSTMENT DISORDER), pp. 715-727 (OTHER CONDITIONS THAT MAY BE A FOCUS OF CLINICAL ATTENTION)

Kilgus, Maxmen & Ward = Ch. 2, 3, 4, 5, 6

Recommended readings:

Ross, D.E. (2000) A method for developing a biopsychosocial formulation. *Journal of child and family studies*, Vol.9 (1), pp.1-6.

Winters, N.C., Hanson, G., Stoyanova, V. (2007), The Case Formulation in Child and Adolescent Psychiatry. *Child and Adolescent Psychiatric Clinics of North America*. Vol. 16 pp.111–132

DB #2 = Initial Discussion Board Post is DUE 8/27/21 by 11:59pm & TWO (2) Posts are DUE 8/29/21 by 11:59pm (MST AZ Time)

MODULE/WEEK 3 = AUGUST 30 – SEPTEMBER 5, 2021

Neurodevelopmental Disorders, Schizophrenia Spectrum, & Disruptive, Impulse-Control & Conduct Disorders

Required Readings:

DSM-5 = pp.31-86 (NEURODEVELOPMENTAL DISORDERS), pp. 87-122 (SCHIZOPHRENIA SPECTRUM), pp. 461-480 (DISRUPTIVE, IMPULSIVE-CONTROL & CONDUCT DISORDERS)

Kilgus, Maxmen & Ward = Ch. 10, 12, 23, 25

Recommended Content:

Review Power point on Crisis Interventions in weekly Module

MULTI-DIMENSIONAL ASSESSMENT & MSE QUIZ = OPEN 8/25/21 AT MIDNIGHT & DUE 9/5/21 11:59PM (MST AZ Time)

DB #3 = Initial Discussion Board Post is DUE 9/3/21 by 11:59pm & TWO (2) Posts are DUE 9/5/21 by 11:59pm (MST AZ Time)

MODULE/WEEK 4 = SEPTEMBER 6 - 12, 2021

Bipolar and Related Disorders & Depressive Disorders

Required readings:

DSM-5 = pp. 123-154 (BIPOLAR & RELATED DISORDERS), pp. 155-188 (DEPRESSIVE DISORDERS)

Kilgus, Maxmen & Ward = Ch. 13

***MULTI-DIMENSIONAL ASSESSMENT CASE EXAMPLE ASSIGNMENT OPEN 9/1/21 AT MIDNIGHT
DUE 9/12/21 by 11:59pm***

MODULE/WEEK 5 = SEPTEMBER 13 - 19, 2021

Anxiety Disorders & Obsessive-Compulsive and Related

Required readings:

DSM-5 = pp. 189-234 (ANXIETY DISORDERS), pp. 235-264 (OBSESSIVE-COMPULSIVE & RELATED DISORDERS)

Kilgus, Maxmen & Ward = Ch. 14, 15

***CLINICAL CASE ASSESSMENT OPEN 9/8/21 AT MIDNIGHT & DUE 9/19/21
BY 11:59pm (MST AZ Time)***

MODULE/WEEK 6 = SEPTEMBER 20 - 26, 2021

Trauma and Stressor-Related Disorders, Dissociative Dx & Somatic Symptom and related Dx

Required readings:

DSM-5 = pp. 265-290 (TRAUMA & STRESSOR-RELATED DISORDERS), pp. 291-308 (Dissociative Dx), pp. 309-328 (SOMATIC SYMPTOM & RELATED DISORDERS)

Kilgus, Maxmen & Ward = Ch. 16, 18

***DB #6 = Initial Discussion Board Post is DUE 9/24/21 by 11:59pm & TWO (2) Posts are DUE
9/26/21 by 11:59pm (MST AZ Time)***

MODULE/WEEK 7 = SEPTEMBER 27 – OCTOBER 3, 2021

Feeding and Eating, Elimination Disorders & Substance-Related and Addictive Disorders

Required readings:

DSM-5 = pp. 320-354 (FEEDING & EATING DISORDERS), pp. 355-360 (ELIMINATION DISORDERS), pp. 481-590 (SUBSTANCE-RELATED & ADDICTIVE DISORDERS)

Kilgus, Maxmen & Ward = Ch. 11, 20

DSM-5 & SOCIAL WORK PAPER OPENS 9/22/21 AT MIDNIGHT & DUE 10/3/21 BY 11:59pm (MST AZ TIME)

MODULE/WEEK 8 = OCTOBER 4-8, 2021

Gender Dysphoria, Neurocognitive Disorders & Personality Disorders

Required readings:

DSM-5 = pp. 451-460 (GENDER DYSPHORIA), pp. 591-644 (NEUROCOGNITIVE DISORDERS), pp. 645-684 (PERSONALITY DISORDERS)

Kilgus, Maxmen & Ward = Ch.10, 22, 24

COMPREHENSIVE QUIZ DUE = OPEN 9/24/21 AT MIDNIGHT AND DUE 10/8/21 AT 11:59PM

XX. Evaluation:

Your grade is based on the following:

Assignment	Due Date	Points
Discussion Board	Weeks 1, 2, 3, 6 (15 points each)	60
Multi-dimensional Assessment & MSE Quiz	9/5/21 by 11:59pm	20
Multi-dimensional Assessment Case Example	9/12/21 by 11:59pm	10
Clinical Case Assessment	9/19/21 by 11:59pm	30
DSM-5 & Social Work Paper	10/3/21 by 11:59pm	20
Comprehensive Quiz	10/8/21 by 11:59pm	40
	TOTAL POINTS	180

Grading Procedures

Your grade is based on the completion of written assignments, activities, and class participation. Assignments should be clearly written and professionally presented (e.g., attach a cover sheet) using the style manual of the American Psychological Association (APA), 7th edition or Purdue Owl Writing Center https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

DO NOT use the APA format software in Apple or Microsoft because they are not accurate. If you use a software program to check APA format PLEASE make sure it is APA approved and accurate.

Grades reflect your performance on assignments and adherence to deadlines. Graded quizzes will be available within 24 hours of the due date via the Grade Book. Graded discussion boards will be available within one week of the due date via Grade Book. For questions regarding a discussion grade, contact your designated Instructor first. For all other grade questions, email the Instructor & Lead Instructor. An email/announcement will be sent when discussion grades have been updated. *If you have questions about your discussion grade and/or feedback you should email your assigned Primary Instructor/Co- Instructor within **one week** of the announcement/email. Questions regarding quizzes should also be asked of the Primary Instructor/Co- Instructor within **one week** of the due date/time of the quiz. **Grades will not be open for discussion after this one-week period.***
NOTE: One week = 7 calendar days – Mondays - Sundays.

Assignments are due as directed by course schedule.

****DISCUSSION BOARDS** = Initial Discussion Board (DB) posts are to be posted no later than **FRIDAYS** by 11:59pm on the week they are due; Two Peer Responses will be submitted no later than **SUNDAYS** by 11:59pm Mountain Standard/Arizona Time.

If the Initial Post is not completed by Fridays at 11:59pm = 2.5 points will be deducted from the DB grade for weeks 1, 2, 3, 6.

****QUIZZES** are due by **SUNDAYS** at 11:59pm Mountain Standard/Arizona Time.

****MULTI-DIMENSIONAL ASSESSMENT CASE EXAMPLE, FINAL CLINICAL CASE ASSESSMENT & DSM-5 & SOCIAL WORK PAPER** will only be accepted as directed in the course outline. ***The assignments will NOT be accepted via email.*** Prior approval for these late assignments must be obtained **ONE WEEK** before the assignment is due. Without permission, points will be automatically deducted as follows: **10%** of total assignment grade for each day the assignment is late up to 5 days past the due date. If the assignment is **not submitted within the first 5 days** of the due date a **0 (zero)** will be posted for that assignment grade.

****Quizzes and Discussion Board Posts will NOT be accepted past the due date.** If an exam or discussion board post is not completed by the due date a 0(zero) will be posted.

Students are expected to hand in only their own original work, except where references are clearly cited. Any work that you do for this class **MUST** be your own. **Plagiarism is a very serious offense!** (PLEASE NOTE: If the Primary Instructor/Co-Instructor believes an act of academic dishonesty has been committed, i.e., inappropriate citation or failing to cite, the student will receive sanction in accordance with the policies and procedures described in the Faculty Professional Staff Handbook. Such sanction will include either a reduction of grade for the particular assignment, a failure for that assignment, or a failure of the course, as well as notifying the director of the MSW program.) Students are responsible for reviewing and complying with all ASU policies (see ASU Policies Section X of your syllabus)

Grading Criteria

All written assignments should possess the following:

1. Organization and clarity of ideas presented, including an introduction and summary section.
2. Adequacy and thoroughness of responses to all the instructions in the assignment.
3. Incorporation of class and reading materials to support critical analysis.
4. Use and integration of supportive data and ideas from the literature **properly cited and done in APA style 7th edition.**
5. Graduate level writing quality, e.g., proper use of punctuation, correct grammar, spelling and sentence structure (PLEASE NOTE: The Primary Instructor/Co-instructor reserves the right to hand back any assignment where they are correcting more of the grammar, sentence structure, proper use of punctuation, etc., as opposed to content).

Grading Guidelines

In assigning grades, it is assumed that excellence is the standard as befits a Master's level program.

- An "A+" grade at the **graduate** level means that a student is doing exceptional work. The student attends class regularly, completes all of the course assignments, and demonstrates a detailed, comprehensive grasp of the material in the assignments and in class participation. To receive an A+ grade a student must achieve at the highest level; such grades are rare and may not be given during any one semester.
- An "A" grade at the **graduate** level means that a student is doing outstanding or excellent work. The student attends class regularly, completes all of the course assignments and demonstrates a thorough grasp of the material through course assignments and in class participation. To receive an A grade a student must go well above and beyond the basic expectations for the course.
- An "A- "grade at the **graduate** level means that a student is doing excellent work. The student attends class regularly, hands in all of the course assignments and in the majority of coursework, and demonstrates a thorough grasp of the material. To receive an A- grade a student must go above and beyond the basic expectations for the course.
- A "B+" grade at the **graduate** level means that a student is going at least satisfactory work, and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

- A “B” grade at the [graduate](#) level means that a student is going at least satisfactory work, and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts. In most courses, a majority of students would be expected to achieve at the B or C level.
- A “B-” grade at the [graduate](#) level means that a student is going satisfactory work and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a minimal level of understanding of the course concepts.
- A “C+” grade at the graduate level means that a student is doing inconsistent work. The student does not attend class regularly and/or fails to hand in some of the course assignments. The student demonstrates a basic level of understanding of the course concepts.
- A “C” grade at the [graduate](#) level means that a student is doing inconsistent work. The student does not attend class regularly, fails to hand in some of the course assignments, and/or fails to demonstrate a basic level of understanding of the course concepts.
- A “D or E” grade at the [graduate](#) level means that a student is doing unacceptable work, demonstrating a complete lack of understanding of course concepts.

Grading Scale in points:

View/Edit Grading Scheme 		
University Default Grading Scheme		 Select Another Scheme  
Name:	Range:	
A+	100 %	to 97.0%
A	< 97.0 %	to 94.0%
A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 84.0%
B-	< 84.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 70.0%
D	< 70.0 %	to 60.0%
E	< 60.0 %	to 0.0%

[manage grading schemes](#)

Done

Assignments:

1. DISCUSSION BOARDS (EPAS #1, 2, 3, 4, 6, 9, 10):

(6x15pts = 60 points)

** Initial Discussion Board (DB) posts are to be posted no later than Fridays by 11:59pm on the week they are due; two (2) peer responses will be submitted no later than Sundays by 11:59pm Mountain Standard/Arizona Time.

If the Initial Post is not completed by Fridays at 11:59pm = 5 points will be deducted from the DB grade for weeks 1, 2, 3, 6.

- a. **Initial Discussion** Board Post is due **FRIDAYS by 11:59pm** Mountain Standard Time (AZ Time)
- b. **2 RESPONSE** Posts are due **SUNDAYS by 11:59pm** Mountain Standard Time (AZ Time)
- c. **Discussion Boards are assigned module/weeks 1, 2, 3, 6**
PLEASE NOTE NO DISCUSSION BOARD IN MODULES/WEEKS 4, 5, 7, 8
- d. There are FIVE (5) Total Discussion Boards = Each is worth 12 points
- e. You **MUST** complete the Initial Post of 500+ words and Respond to TWO (2) of your classmates of 250+ words EACH for week 1, 2, 3, & 5
- f. Please use proper grammar, sentence structure and critical thinking
- g. Include the proper Reference & Intext Citations even if it is a video. Please review APA format
- h. Please be specific and refer to information from the resource to show clinical and professional exploration and reasoning.

2. MULTI-DIMENSIONAL ASSESSMENT & MSE QUIZ (EPAS #4, 6, 7, 8):

(20 points)

- a. Quiz will include material from Module/Weeks 1 & 2
- b. Multiple choice and True/False Quizzes are designed to test your knowledge of specific reading material from the assigned readings in the DSM-5 and Kilgus, Maxmen & Ward (2016) book and power point lectures.
- c. You will have 90 minutes to answer 20 multiple choice and True/False.
- d. **MULTI-DIMENSIONAL ASSESSMENT & MSE QUIZ = OPEN 8/25/21 AT MIDNIGHT & DUE 9/5/21 11:59PM (MST AZ Time)**

3. MULTI-DIMENSIONAL ASSESSMENT CASE EXAMPLE (EPAS #1, 4, 6, 7, 8):

(10 points)

- a. You will be provided a completed Multi-dimensional Assessment Case Example and you are to explore the information to identify the correct DSM-5 diagnosis(es) and Treatment Plan Interventions.
- b. Be sure to include justifications for your diagnosis(es) as you explore the information provided.
- c. **MULTI-DIMENSIONAL ASSESSMENT CASE EXAMPLE ASSIGNMENT OPEN 9/1/21 AT MIDNIGHT DUE 9/12/21 by 11:59pm**

4. CLINICAL CASE ASSESSMENT (EPAS #1, 4, 6, 7, 8):

(30 points)

- a. This assignment is NOT a paper and should not be written as an academic paper. This is a clinical multi-dimensional assessment that is to be written in clinical terminology and complete sentences.
- b. You are to watch the video and complete the blank multi-dimensional assessment attached in the assignment in Canvas
- c. The Initial Session date is to be the date you completed the assignment
- d. You are to identify the correct DSM-5 diagnosis(es) and be sure to include justification for your diagnoses in the DSM-5 section
- e. Reminder the presenting problems & history of the problems need to correlate with all of the diagnoses

- f. Include treatment recommendations with proper APA References & Intext Citations that fit for this particular client.
- g. Treatment Recommendation can be found not only in the Kilgus, Maxmen & Ward book but also from previous courses such as SWG 511, SWG 579, SWG 614 & other courses & electives
- h. Review SWG 510 assessment material, Module 2 content & Feedback from the Multi-dimensional Assessment Case Example for guidance
- i. Be sure to use the person in the environment perspective for your assessment.
- j. **A clinical assessment form** will be provided on Canvas for you in Canvas to complete
- k. This case assessment is expected to be written as a professional document in a professional clinical manner. Consider your use of abbreviations and terms when completing this assessment.
- I. FINAL CLINICAL CASE ASSESSMENT OPEN 9/8/21 AT MIDNIGHT & DUE 9/19/21 BY 11:59pm (MST AZ Time)***

5. DSM-5 & SOCIAL WORK PAPER (EPAS #1, 2, 3, 4, 9, 10)

(20 points)

You are required to use the Williams, Metzger, Leins & DeLapp Article below:

Williams, M.T., Metzger, I.W., Leins, C., & DeLapp, C. (2018). Assessing Racial Trauma Within a DSM-5 Framework: The UConn Racial/Ethnic Stress and Trauma Survey. *American Psychological Association*, 3(4), 242-260

You may use the DSM-5 book, the Kilgus, Maxmen & Ward book and/or the following articles to complete this paper OR any other references of your choosing:

Wakefield, J.C. (2013). DSM-5 and Clinical Social Work: Mental Disorders and Psychological Justice as Goals of Clinical Intervention, *Clinical Social Work Journal*, 41, 131-138.

Wakefield, J.C. (2013). DSM-5: An Overview of Changes and Controversies, *Clinical Social Work Journal*, 41, 139-154.

******It is your responsibility to find the articles so please search the ASU Library and/or Google for the articles.***

Professionally and Clinically explore the issues facing social workers while using the DSM-5 by exploring the articles along with any other articles/resources you feel will help explore this topic.

- a. Explore your view(s), opinion(s) and critical thoughts about the DSM-5 and how it is used in social work?
- b. Do you feel there are racial/ethnic/cultural/gender/sexual orientation, etc disparities within the DSM-5? Explain why or why not?
- c. What ethical concerns did you identify and which NASW Code of Ethics may be affected by the use of the DSM-5 as an MSW? Identify at least two (2) NASW Code of Ethics?
- d. What will you do as a newly graduated MSW to address the multiple issues presented in the articles?
- e. You must include the required article and at least 2 other resources for a total of at least 3 references
- f. **Must be in APA format including Title Page, Intext Citations and Reference Page, 12 font, double spaced between 2-4 pages (body of the paper) in length not including the Title page & Reference page**
- g. DSM-5 & SOCIAL WORK PAPER OPENS 9/22/21 AT MIDNIGHT & DUE 10/3/21 BY 11:59pm (MST AZ TIME)***

6. COMPREHENSIVE QUIZ (EPAS #4, 6, 7, 8):

(40 points)

- a. Comprehensive Quiz will include material from Module/Weeks 3, 4, 5, 6, 7, 8 readings, videos, and power point lecture
- b. Multiple choice and True/False Quizzes are designed to test your knowledge of specific reading material from the assigned readings in the DSM-5 and Kilgus, Maxmen & Ward (2016) book, videos and other lectures. There will be no questions from the required article readings. This exam is very similar in both content and format to both the comprehensive final examination and the state social work licensure exam. Please note the quizzes will be time restricted, meaning you will have a set time limit of 120 minutes to complete 40 questions.
- c. **COMPREHENSIVE QUIZ DUE = OPEN 9/24/21 AT MIDNIGHT AND DUE 10/8/21 AT 11:59PM**

XXI. Other Expectations

a. Student Conduct and Academic Integrity

Absence policies and the conditions under which assigned work and/or tests can be made up which should include the instructor's general policy and excused absences related to religious observances/practices that are in accord with [ACD 304-04](#), "Accommodation for Religious Practices" and excused absences related to university sanctioned events/activities that are in accord with [ACD 304-02](#), "Missed Classes Due to University-Sanctioned Activities", late assignment policy, student responsibilities, appropriate classroom behavior (e.g. Unprofessional conduct, Plagiarism, etc). It is recommended that students designate a binder for storing the hardcopies of their class materials. Academic Integrity is taken very seriously in this class and will be evaluated if violated.

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>. Additionally, required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures](#), [Computer, Internet, and Electronic Communications policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). Anyone in violation of these policies is subject to sanctions.

ASU expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments. For more information on academic integrity, including the policy and appeal procedures, please visit <http://provost.asu.edu/academicintegrity> and the Student Conduct (<https://eoss.asu.edu/dos/srr/codeofconduct>).

[Students are entitled to receive instruction free from interference](#) by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#).

Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

b. Accommodations for Disaster, Military, Religious, and University Activities

Follow the appropriate University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment [due to University-sanctioned activities](#).

Accommodations for those assisting in government declared disaster incidents will also be considered. The student should provide the course instructor (instructional team member) with an accommodation request accompanied by an explanation of the disaster-related deployment and anticipated timeline for any such deployment.

c. Asking Questions in the Course

Prior to emailing the Primary Instructor/Co-instructor a question, please check the **syllabus, announcements and previous emails**. The Primary Instructor/Co-instructor will answer the question **with 48 hours**.

There is no Q&A forum in this course so please email the Primary Instructor/Co-instructor with any questions or concerns.

ASU email is the official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. ***All Primary Instructor/Co-instructor correspondence will be sent to your ASU email account.***

****All Emails MUST be written professionally and appropriately. Disrespectful and/or emotive writing (e.g. using sarcasm, using all caps to display anger or other aggressive emotions, or including written threats) will not be tolerated and will incur disciplinary action.**

d. Communicating with the Primary Instructor/Co-instructor

The best way to communicate with the instructor is through email. For a quicker response, indicate you are in **Session A** and follow the Email Guidelines in the Tips for Success document.

e. Online Course

This is an online course. There are no face-to-face meetings. You can log into your course via MyASU or <https://my.asu.edu>.

f. Drop and Add Dates/Withdrawals

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to [drop or add the course](#). Consult with your advisor and notify your Primary Instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

If you feel it is necessary to withdraw from the course, please see <http://students.asu.edu/drop-add> for full details on the types of withdrawals that are available and their procedures. Additional

information is also on the document posted on the course Canvas site.

g. Grade Appeals

Grade disputes must first be addressed by discussing the situation with the Primary Instructor. If the dispute is not resolved with the Primary Instructor, the student may appeal to the department chair per the [University Policy for Student Appeal Procedures on Grades](#).

h. Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

i. Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

j. Computer Requirements

This course requires a computer with Internet access and the following:

- Web browsers ([Chrome](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)
- Speaker

k. Technical Support

This course uses Canvas to deliver content. It can be accessed through MyASU at <http://my.asu.edu> or the Canvas home page at <https://myasucourses.asu.edu>

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>.

To contact the help desk call toll-free at 1-855-278-5080.

I. Student Success & Strategies for Excelling in this Course

- The class moves at a consistent pace, which means you must keep up with it each week.
- Check the course **daily**, to stay in touch with the material and activities.
- Read announcements! This is the only way your Primary Instructor has to update you on course information.
- Read and respond to course email messages as needed.
- Create a personal organization system to keep track of due dates specified.
- Communicate regularly with your Primary Instructor, Co-instructor and peers.
- Create a study and/or assignment schedule to stay on track.
- Set aside regular times in which you can do your classwork with minimal interruptions or distractions. Avoid multitasking while doing online studying. Treat this with the same respect as a face-to-face class environment.
- Copy, paste and save discussion posts into a text document on your personal computer before submitting them. **Technical glitches in Canvas, while rare, do happen**, and it is frustrating to lose hours of work.
- Please be respectful of yourself and your colleagues. This online class will hopefully be a model for practice and thus demonstrate the core values of social work.
- Please familiarize yourself with your student handbook and university policies regarding student behavior.
- It is crucial that you keep up with the readings and assigned videos. There will be a vast amount of course material and it will be readily apparent if you have not done the readings or have not watched the videos.
- If you wish to earn all of your points for this class it is essential that you are an active participant in this course. Remember, this is your learning experience- make the most of it.
- ****All Emails MUST be written professionally and appropriately. Disrespectful and/or emotive writing (e.g. using sarcasm, using all caps to display anger or other aggressive emotions, or including written threats) will not be tolerated and will incur disciplinary action.**