

**Valdosta State University, Division of Social Work
SOWK 7810 A & B (cross listed) Spring 2014 3 Credit Hours
Psychopathology & Assessment
For Non-Medical Helpers**

Instructor: Rich Vodde Ph.D., LCSW
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E-Mail: rvodde@valdosta.edu

Location: room 113 pine Hall
Dates/Times: All face-to-face meetings will occur Saturday from 1:30 PM to 5:30 PM.
 Virtual course time will be in seven-day chunks beginning Monday and ending Sunday night at 11:59 PM

CATALOG DESCRIPTION

Prerequisite: Concentration Status or POD. Includes information on theories within the Bio-Psycho-Social paradigm or on causality of disorders/conditions and the use of the DSM-IV-TR.

COURSE DESCRIPTION

This course focuses on current problems of children, adolescents, and adults of all ages. Although it is built around the DSM IV -TR and the DSM 5, It includes information on larger theories about psychopathology as well as methods of assessment beyond the DSM. This course contains specific links to the internet and D2L. Students are directed to the internet to secure class assignments and study questions.

PREREQUISITES

Concentration Status for SOWK students or permission of department head for other graduate students.

RELATION TO OTHER COURSES

This course builds on all foundation courses especially SOWK 6001 & 6002, SOWK 6201 & 6202, SOVVK 6301 and 6302, and SOWK 6600/6610 and 6700/6710. Additionally, the course provides horizontal linkage to the following concentration courses: SOWK 7300, 7610, both elective sequences, as well as the concentration field practicum sequence, SOWK 7611 and 7612. The course offers students a framework and method for the assessment of disorders in the context of the client's environment. Content is presented within the framework of the ecological perspective and can be generalized across settings and life situations.

REQUIRED TEXT & MATERIALS:

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders*

(5th ed). Washington, DC, Author.

SUPPLEMENTAL (RECOMMENDED BUT NOT REQUIRED) TEXT & MATERIALS: Paris, J. (2013). *The intelligent clinician's guide to the DSM 5*. Oxford University press: Oxford.

Online readings will be supplied electronically within the course shell.

REQUIRED TECHNOLOGY

Blazeview D2L is the latest iteration of the blaze view platform. It Will be used as the primary tool for course delivery as well as enhancement enhancement. Your documents will reside in the Blazeview course site, where you will find all handouts, and links to Internet sites. I want to encourage you to access the online course materials in Blazeview as soon as possible. D2 L is a bit different than traditional blaze view. I encourage you to look around the course site. Please view the welcome video.

Blazeview

Valdosta State provides free technical support for students. If you need technical assistance , call the Help Desk at 229-245-4357 or visit the Blazeview@Valdosta State University web site for Frequently Asked Questions and Self Help, or contact [WebCT Help](#). You may also contact your instructor (Dr. Vodde) for assistance.

You will be given CDs with course materials to view at home. There are narrated PowerPoint presentations in Office 2007 format (.pptx). You will need a sound card, speakers and headphones for your computer to access these presentations. An alternate text-only format is available upon request if you have a hearing disability. Many of the CDs use videos to enhance the course presentation. There will be narrated versions of the weekly PowerPoint presentations within the course shell. However these versions will not have video clips embedded within them.

COURSE OUTCOMES

This course is organized by outcomes that will provide focus, consistency, and clear evaluation criteria. Skills and knowledge that support achievement of the course outcomes will receive the majority of class time. These course outcomes are derived from the MSW program objectives, and will help you build toward achievement of those objectives. Lessons, materials, methods and assignments are organized toward your achievement of the objectives and toward what you as a student will be able to do differently, as a direct result of participating in the course:

Upon completion of this course, students should be able to:

- 1. Identify the uses and limitations of models of assessment, with an emphasis on the strengths-based, biopsychosocial model.**
- 2. Demonstrate an understanding of the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR and DSM 5) characteristics.**
- 3. Identify symptoms and manifestations of mental disorders, including substance use disorders, found in children/adolescents and adults.**

4. Demonstrate an understanding of issues and concerns with regard to diagnosing and labeling.
5. Critically analyze simulated client cases, using the DSM-IV-TR to accurately assign multi-axial differential diagnoses.
6. Demonstrate understanding and sensitivity with regard to the impact of cultural context, belief systems, and cultural differences between client and social worker in assessing mental disorders.
7. Identify the most commonly used “best practice” approaches to treatment for mental disorders among children and adults.

COURSE POLICIES PARTICULARLY RELEVANT TO THIS COURSE (*Other, general policies are listed at the end of the syllabus in Grading Issues*)

Written Work & Submission of Assignments

- Your written work should show thoroughness, accuracy and professionalism. All work must be carefully proofread and corrected. Papers should be free of errors in spelling, grammar, and punctuation. If you do not proofread carefully, you run the risk of having your paper rejected for re-write, with penalty for lateness.
- Late papers will lose one full letter grade (10%) for every 24-hour period they are late (including weekends).
- **Any Word documents submitted electronically and uploaded to Blazeview must have a .doc (Word 2003-2010) file extension.**
- No revisions of assignments will be allowed without explicit permission—However, please feel free to meet with me (face-to-face, online, or by phone) to discuss your papers before the final due dates.
- Make-up exams, **as a rule, will *not* be permitted.** Only in extraordinary circumstances will such work be accepted.
- **You must be able to navigate Blazeview in a competent manner. Because this course is both extensive and time intensive; problems with Blazeview that are a result of your lack of expertise could be costly. You are graduate students; not gradual students! Be prepared to hit the ground running.**
- **In the event that a cd does not work for you, version of the presentations - without film clips, will be available online. however, they will be difficult to download and will not have film clips.**
- **Please make sure your CDs work ASAP.**

ASSIGNMENTS

You will demonstrate your achievement of course objectives through your submitted projects and assignments:

1. Film Character Diagnosis

The assignment will involve renting (or purchasing) and viewing a film from a provided list of films. You will then complete a provided “Diagnostic Worksheet” and assign diagnoses for a specified character in the film. The purpose of this assignment is to help you learn various diagnostic categories and to practice using them, along with their subtypes, specifiers, exclusions, etc. any and all diagnoses must be supported by evidence—that is signs and/or symptoms that are demonstrated in the film. It is possible that you might have comorbid diagnoses, provisional diagnoses and diagnoses belonging to rule out category. It is also expected that you will have one primary diagnosis. Defend your diagnoses and differentiate it from other related diagnoses (as specified on the form). In addition to this you will be expected to provide a Likert type assessment on at least one dimension that you identify for this diagnosis. Finally you will also be expected to supply the level of diagnostic warrant and explain your choice. The assignment is due on the date indicated in the syllabus Course Schedule. Submit, in MS Word (.doc, *not* .docx), as an attachment to “Assignments” in Blackboard. The full assignment directions are in Blackboard.

E-mail me your film choice. Feb 6 is the deadline for film selection. March 9 is the due date for the assignment. TOTAL POINTS = 200. [Links to Course Outcomes 2-5](#)

2. Interview DSM 5 diagnosis.

This is the final diagnostic assignment. The assignment will involve viewing one streaming media (link provided) simulated psychiatric diagnostic interview. You will then complete a provided “Diagnostic Worksheet” and assign a diagnosis or diagnoses for the “client” in the simulated interview. Similar to the 1st assignment, you will defend your diagnosis and differentiate it from other related diagnoses (as specified on the form). The assignment is due on the date indicated in the Course Schedule. Submit, in MS Word (.doc, *not* .docx), as an attachment to “Assignments” in Blackboard Vista. The full assignment directions are at the end of this syllabus, as well as in Vista.

TOTAL POINTS = 200. Due On Wednesday, May 7 at noon
[Links to Course Outcomes 2-5](#)

4. Ongoing online exam

At the end of weeks 2, 5, 8 and 10 (Sunday at midnight for each, there will be an online mini-test. Each mini-test will be worth 15 points and will cover all material for the preceding week and that week. The test will be online, in the course shell under the "assessment" tab. That test will be available for five days during that week. **you will have one opportunity to take each test. you will have only 30 minutes for each test. so you cannot go in and out of the exam once you begin.** here is what each exam will cover:

week 2 = assessment and dx.

week 5 = neurodevelopmental disorders and schizophrenia

week 7/8 = mood disorders, depression & suicide.

week 9 = anxiety trauma and stress-related disorders, dissociative disorders, somatic symptom

TOTAL POINTS = 100 = 25 per quiz

5. Final Exam

A Final Exam (covering the second half of the course) will be given in class on Saturday, November 16 (WK. 14). It will cover weeks 7 through 14. The Exam will include diagnosis using the DSM-5, and course presentation material. Portions of exams will be open-DSM. Exam questions will, for the most part, be objective multiple choice.

TOTAL POINTS = 100. April 26 last hour of class: [Links to Course Outcomes 1-7](#)

6. Discussion threads

during online weeks throughout the course there will be a total of 5 threaded discussions. These discussions will follow the topic or topics that are being discussed in that week and possibly the previous week. Each thread is worth 10 points. **Four of the discussion threads will last 2 weeks. You are required to make a minimum of 3 posts during those weeks. One of those posts must be a question and one must be an answer. The third is up to you! The first post, most likely a question, must be by Saturday of the first week of the two! During the discussion thread that lasts only one week, Your job is to ask one question and answer one question. You must ask a question by Wednesday evening of the week in which that thread ends. You may answer a question by the Sunday evening in which the thread ends. A rubric will be provided** Here is the schedule;

discussion thread number 1-on weeks 2 and 3. Over Sunday night weeks 3 = 10

discussion thread number 2-on weeks 5 and 6. Over Sunday night week 6=10

discussion thread number 3-on week 7. ONE WEEK ONLY Over Sunday night week 10 =10

discussion thread number 4-on weeks 9&10. Over Sunday night week 12 = 10

discussion thread number 5-on weeks 12&13. Over Sunday night week 14 = 5

TOTAL =50 points

ASSESSMENT and ASSESSMENT ISSUES

GRADING SCALE *Note: References to “deficiency points” pertains only to MSW students*

A	650-585
B	584 – 519
C	518 – 453 (a “C” involves one deficiency point—See Student Handbook, p. 21)
D	452 – 388 (a “D” involves two deficiency points—See Student Handbook, p. 21)
F	Less than 420 (an “F” involves three deficiency points and you must retake the course—See Student Handbook, p. 21)

MSW Students: I will need to inform your Academic Advisor if your final grade falls below a “B.”

Please Note: Students should be aware of various issues that may adversely affect their grades and even their participation in the MSW program. These regulations arise from legal codes, The Georgia Board of Regents, Valdosta State University, or the Valdosta State University Division of Social Work. All of them are listed in the MSW Student Handbook at

<http://www.valdosta.edu/sowk/documents/StudentHandbook07-08.pdf> IT IS VERY IMPORTANT TO READ AND UNDERSTAND ALL OF THE STUDENT HANDBOOK. Remember the "STATEMENT OF UNDERSTANDING" signed by all MSW students (see pages 20-24).

COURSE SCHEDULE SOWK 7810

You must have access to D2L for this course. You are responsible for all assigned activities that are within the course as laid out in D2L. Please note that this is a 3 credit hour course presented in a hybrid (web-based & face-to-face) format. We will meet five times during the semester for presentations/discussions of course content. Weeks with no class should be used by you for assignments and assigned readings & other course content on the provided CD. All the course content has been arranged into 4 Learning Modules. Each module will consist of 3 to 5 weeks. Face-to-face weeks will be "flipped". This means that after week one there will be no lectures in face-to-face classes. Your discussions, insights and practice will drive the class

CLASSES AND MODULES

- *At the first class, I will distribute CDs with PowerPoint presentations for the weeks 1-4. You can view them at home (on alternate weeks with no class). You will need a sound card and speakers for your compute; perhaps headphones depending on the sound quality of your computer and embedded video clips. An alternate text-only format is available upon request if you have a hearing impairment.*
- *At subsequent face to face classes i will distribute other cd-roms for the home material*
- *We will discuss topics in class. You can preview any course material in online Modules. If you like, you can print them before class to take notes.*
- *Please bring your DSM textbook to each class meeting.*

ALL SUBSEQUENT FTF CLASSES WILL BE SPENT ANSWERING OR DISCUSSING QUESTIONS OR IN DIAGNOSTIC EXERCISES. THIS MEANS THAT YOU ARE RESPONSIBLE FOR COVERING READINGS AND POWERPOINTS ON YOUR OWN; EVEN IN WEEKS THAT WE MEET!

**MODULE 1. OVERVIEW OF PSYCHOPATHOLOGY AND THE DSM SYSTEM
WEEKS 1 TO 3**

COURSE SCHEDULE

IN PREPARATION FOR WEEK 1 (this means come to class having read the following)

Read

DSM 5: look over “glossary of terms” for mental status. Pp 817-831. online readings (see week 1 module). From Paris (2013), The intelligent clinician’s guide to the DSM five; chapter 1 Why diagnosis; chapter 2, what and what is not a mental disorder; chapter 5 dimensionality. Stigma by Corrigan; overview of dimensional assessment; the five factor model

View

Critique of DSM 5 -

<https://vsu.view.usg.edu/d2l/lms/content/preview.d2l?tld=8529876&ou=617860>

Week 1 FTF

Saturday, Jan 18; 1:30 PM to 5:30 PM – **this week is the most important!**

Class Topics:

Overview of course
questions about the syllabus
overview of psychopathology
Social Work Assessment and mental status

make sure you've done the readings

Week 2-ONLINE

Begins , Jan 19 - ends midnight Jan 26th

• At-Home Topics:

STUDY

The Diagnostic Systems (cd)

Dimensional measures

Cross-cutting symptoms measures and severity measures

interviewing (cd)

READ

DSM 5 preface

DSM introduction, PP 5 – 18

DSM 733-44 Stop at WHODAS 2.0

online: the history of diagnosis; what is comorbidity; psychiatry, diagnosis and the DSM; the psychiatric review of symptoms

VIEW

online: will the DSM 5 lead to overdiagnosis

15 new illnesses and the DSM

DISCUSS ONLINE #1

Complete online quiz #1 based on weeks 1 and 2 by midnight January 26. Quiz will be available Friday, Jan. 24. 60 minute time limit

Week 3-ONLINE

Jan 26 - ends midnight Feb. 2

- **At-Home Topics:**
 - STUDY**
Content, structure of the DSM
Overview Measurement of overall health the WHODAS
How to chart
 - READ**
DSM pp 809-816 highlight of changes. Pp745-748: online readings for module 3 (see online folder)
 - DISCUSS ONLINE #1**

Make sure you complete 1st discussion thread 1 that combines week 2 and 3 by midnight February 2

Deadline for film character selection is February 6 Thursday - please submit via e-mail

MODULE 2: THE BIGGIES, WEEKS 4, 5, 6, 7 and 8

Week 4 FT F, Saturday, FTFF Feb. 8th 1:30-5:30

- **At-Home Topics:**
 - STUDY**
all power points on neurodevelopmental disorders-week 4
 - READ**
DSM 5 PP. 31 to 86
Online: autism spectrum overview; autism subtypes; differences in DSM-IV and 5 with autism; childhood Tourette's; over diagnosis of ADHD; ADHD
 - VIEW**
the 7 video links on the webpage for week 4
video on causes of ADHD
<http://video.about.com/add/ADHD.htm>
- **in class:**
 - Be prepared to ask questions on the first 3 modules, be prepared to discuss neurodevelopmental disorders as well as the overall DSM and psychopathology.**
 - There are many readings & many videos, so there should be many questions**

Week 5 ONLINEonline- Feb 9- ends midnight Feb 16th

- At-Home Topics:
- schizophrenia

STUDY

week 5 PowerPoint on schizophrenia

READ

DSM -pp 87-123

online: chapter 7 schizophrenia-the intelligent clinician's guide (Paris, 2013); race, mood, schizophrenia; schizophrenia and family therapy; revisions to diagnosis of schizophrenia.

VIEW

"living with schizophrenia" PBS healthy minds

<http://watch.wliw.org/video/1317623561/>

out of the shadow (on cd for week 3)

See online for other videos on schizophrenia**DISCUSS ONLINE #2**

Week 5 Complete online quiz #2 on neurodevelopmental and schizophrenia by midnight February 16. Available starting Friday, February 14-60 minutes for completion

Week 6 ONLINE

Feb 16- ends Feb23rd at midnight

- At-Home Topics:
- bipolar disorder

STUDY

week 6 power points on bipolar

READ**DSM 5, PP. 123 – 154**

online: Chapter 8, in the intelligent clinician's guide; bipolar (Paris 2013); irritability and mood; bipolar disorders are review; biological boundaries between bipolar, schizophrenia and schizoaffective; 15 year follow-up on bipolar disorder; children and SMD

VIEW

"bipolar disorder 1" PBS healthy minds

<http://watch.wliw.org/video/1317630652/>

"bipolar disorder 2" PBS healthy minds

<http://watch.wliw.org/video/1317625892/>

Videos in week 4 video folder: childhood bipolar; understanding bipolar See Megan (video in course shell). great interview of bipolar grad student

DISCUSS ONLINE #2

Week 6 complete discussion thread #2 for weeks 5 and 6 by Sunday, February 23 at midnight

Week 7Feb 23rd-ends March 2nd

- At-Home Topics:
- depression
- Suicide

STUDY

powerpoints on depression (CD)
suicide powerpoints and safety plan

READ

DSM pp. 155 – 188

online: depression and dimensionality, the 5 factor model;
depression and bereavement; assessing adolescents for
depression, others if there

VIEW

" Depression" PBS Healthy minds

<http://watch.wliw.org/video/1317618543/>**DISCUSS Online #3**

depression and suicide

Online quiz # 3 on Mood disorders, depression, and suicide is available SATURDAY MARCH 1 and must be completed by WEDNESDAY, March 5 at midnight- 60 minutes.

Week 7 complete discussion thread #3 for week 7 Sunday Mar 2 at midnight – only one week

Week 8 FTFMarch 8th Saturday 1:30-5:30

- At-Home Topics:
- anxiety
- OCD and related
- explosive & impulse control

STUDY

powerpoints on anxiety (CD), obsessive-compulsive and
and related disorders (CD); explosive and impulse
control disorders (CD)

READ

DSM 5 anxiety PP 189 – 234; DSM 5 obsessive-compulsive
and related PP 235 – 264; explosive and impulse control
PP 461 – 480

online: see content in course shell**VIEW**

pathological gambling U tube

<http://www.youtube.com/watch?v=VVkITaINVzM>

- In class

questions on depression and suicide
Anxiety, OCD & impulse control

Film character diagnostic assignment: due Sunday, March 9 at 11:45 PM in assignment dropbox

MODULE 3: ALL THE OTHER DIAGNOSES; WEEKS 9, 10, 11, 12, 13.

Week 9 ONLINE**begins Mar. 9th ends 16th at midnight**

- **At-Home Topics:**
- **trauma/stress-related disorders**
- **dissociative disorders**
- **somatic symptom disorders**

STUDY

PPT. On trauma (CD); PPT on dissociative (CD)
 PPT somatic symptom disorders (CD)

READ

DSM-trauma and stress-related, PP. 265 – 290

DSM-dissociative disorders, PP 291 – 309;
 DSM – somatic symptom disorders PP 309 – 328
online: predictors of PTSD; see course shell

VIEW

PTSD- PBS

<http://video.pbs.org/video/1982101555>

online: see folder

DISCUSS ONLINE #4

4th online quiz on anxiety, trauma and stress related disorders, dissociative disorders and somatic symptom disorders. It is available beginning Friday, March 14 and must be completed by Sunday, March 16 at midnight. 60 minute time limit

Spring Break March 16 at midnight ends March 24

Week 10 ONLINE**March 24 Monday ends Sunday March 30th at midnight**

- **At-home topics**
- feeding and eating disorders
- elimination disorders
- sleep-wake disorders
- sexual dysfunctions
- gender dysphoria

STUDY

week 10 CD (eating disorders, elimination disorders, sleep-wake disorders, sexual dysfunction, gender dysphoria)

READ

DSM 5 eating disorders PP 329 – 354
 DSM 5 elimination disorders PP 355 – 360
 DSM 5 sleep/wake disorders PP 361 422
 DSM 5 sexual dysfunctions and gender dysphoria
 PP 423 – 460

online: see week 10 readings

VIEW

Watch Video dying to be thin all 8 chapters .
<http://www.pbs.org/wgbh/nova/thin/program.html>
 gender identity disorder
<http://pamshouseblend.firedoglake.com/2009/05/19/framing-gender-identity-disorder-in-dsmv/>
DISCUSS ONLINE #4

Week 10 complete discussion thread #4 for weeks 9 and 10 by Sunday, March 30 at midnight

Week 11 FTF

Saturday April 5 1:30-5:30

- At-home topics
- Substance-related disorders
- Neurocognitive disorders

STUDY

PPT. On substance use; PPT on neurocognitive

READ

DSM 5, substances PP. 481 – 590

DSM 5, neurocognitive PP 591 – 645

online: neuroscience and addiction, other articles

VIEW

online videos and any videos

PBS video "an American Disease "

<http://video.pbs.org/video/1512035468>

video "chemical dependency" PBS healthy minds

<http://watch.wliw.org/video/1317629239>

- IN CLASS

**Discuss and review course up to present 1 hour
 Dx substance and Neurocognitive disorders**

Week 12 online

Begins April 6 ends Sunday April 13th at midnight

- at-home topics
- personality disorders
- alternative measures of PD

STUDY

power points on personality disorders

READ

DSM 5 PP 645 – 685

DSM 5 PP 761 – 783

online: borderline diagnoses; borderline personality and dimensional diagnosis; prevalence and personality disorder; behavior genetics, personality and the DSM 5

VIEW

online: see folder

DISCUSS ONLINE #5

Week 13 online

begins April 13th ends midnight Sunday April 20th

- at-home topics
- paraphilic disorders
- other mental disorders
- medication induced problems

STUDY

week 13 power points

READ

paraphilic disorders pp. 685 – 706
 other mental disorders and medication induced problems pp. 707 to 715

DISCUSS ONLINE #5

Discussion thread #5 on. personality disorders and paraphilia by Sunday April 20 midnight

MODULE 4: EMERGING MEASURES AND MODELS, INCLUDING CULTURAL FORMULATION AND CONDITIONS FOR FURTHER STUDY.

Week 14 FTF

Saturday April 26: 1:30-5:30 PM

- At-home topics
- V codes

STUDY

Psychosocial Stressors, disability functioning V codes.

READ

other clinical conditions not coded as mental disorder, PP 715 to 732

DISCUSS

cultural formulations and V codes
 any outstanding issues or topics.

Final diagnostic assignment

COMPLETE**final exam-1 hour exam in class. 4:30-5:30****Week 15 last class online**

begins Apr 27 - ends Sunday May 4th at midnight

- at-home topics
- Cultural formulations
 How to Write For DSM
 Dimensionality, assessment
 And diagnosis

STUDY

Presentation on culture
 PPT on assessment redux

READ

cultural formulations PP 749 – 760
 glossary of cultural concepts of distress PP 833 – 839

FILM CLIP FOR FINAL DIAGNOSIS ASSIGNMENT AVAILABLE ONLINE IN COURSE SHELL APRIL 27 UNTIL MAY 7

FINAL DIAGNOSTIC ASSIGNMENT DUE WEDNESDAY MAY 7 AT NOON IN ELECTRONIC DROPBOX

DIVISION OF SOCIAL WORK and UNIVERSITY POLICIES

The goal of the Division of Social Work is to prepare students for the professional practice of social work. The Division requires students to adhere to professional practices and standards in all classes and practicum. These practices and standards are outlined in the MSW Student Code of Conduct which can be found on pages 23-27 of the current *MSW Student Handbook*. The Code of Conduct must be signed by all students beginning MSW students.

The following standards are not negotiable: Students may depend on well-planned classes and knowledgeable instructors. Professors are committed to the facilitation of student success. Learning is a complex phenomenon for which BOTH instructors and students are responsible. Evaluation criteria are stated clearly in the syllabus. However, if students have questions about grading, it is the students' responsibility to discuss these matters with their instructors. The course syllabus represents a contract between students and the instructor. Professors reserve the right to modify syllabi, and students will be notified in writing when such changes are made. Likewise, students are responsible for reading and following instructions on the syllabi.

Class Attendance. Because the MSW Program is a professional program, class attendance is **MANDATORY**. The Attendance Policy is extremely important and can be found in the current *MSW Student Handbook* on page 19. Students are expected to be on time for class and to return from breaks in a timely manner. Likewise, students are expected to participate in class discussions and activities. **Because of the truncated nature of summer semester and the limited number of face to face classes, any and all face to face absences will result in the loss of at least 25 points from final grade.**

Submission of Assignments. All assignments must be submitted ON TIME and IN THE MANNER directed by the faculty; in this class, sent to an assignment drop box, taken in the assessments tab or filled out in class. Deadlines are extremely important for professional social workers. Additional information about assignment submission is found in the Attendance Policy.

Academic Honesty. Plagiarism and other forms of academic dishonesty are not acceptable in a professional social work program. Students who engage in this type behavior risk failure on specific assignments, in the course, and possible dismissal from the MSW Program. Academic dishonesty is prohibited by the university as well as the Division of Social Work. The following link outlines [VSU's Academic Honesty Policies](#). The Academic Dishonesty Policy for the Division of Social Work is found in the *MSW Student Handbook* found as a link off the [Division web site](#).

Incompletes: Incomplete grades are given only in cases of extreme emergency with proper documentation, and are granted only with the prior approval of the instructor. Policies governing Incompletes are found in the *MSW Student Handbook*.

Academic Performance: Students are expected to maintain a 3.00 grade point average in the MSW Program. A discussion of all academic expectations and grading can be found in the *MSW Student Handbook*, including the Division's policy of Academic Deficiency Points given for grades lower than C.

Cancellation of Classes: The University President may cancel classes under specific emergency conditions. The most frequent cause of cancellation is inclement weather. Please check the main page of the VSU web site if you have concerns about inclement weather or an emergency situation: <http://www.valdosta.edu>

ADDITIONAL STUDENT INFORMATION

Technology Assistance: Students having technology problems may contact the [Help Desk](#) (phone 229-245-4357) or e-mail a question at helpdesk@valdosta.edu. The Help Desk is located on the 2nd floor of the Odum Library. Their hours are 8:00 AM – 9:00 PM, Mondays – Thursdays; 8:00 AM – 5:00 PM, Fridays; 11:00 AM – 5:00 PM, Saturdays; and 1:00 PM – 9:00 PM, Sundays. If students are having problems with VISTA, they may seek link to [Common Questions & Solutions](#) or use the [Vista Contact Form](#).

Students may also visit or call the Hub at 229-245-6490. The Hub is located in 2616 Odom Library and is available to help students with problems in VISTA courses. Students also should talk with their instructors if the technology problems are not easily resolved.

Specific Learning Needs: Students requiring classroom accommodations or modifications because of a documented disability should discuss their needs with the professor at the beginning of the semester. Students who are not registered with the Access Office for Students with Disabilities should contact [VSU's Access Office](#) or call 229-245-2498 (229-219-1348 for TTY). The office is located in Room 1115 Nevins Hall.

Students Experiencing Academic Difficulties. Students with academic concerns are strongly encouraged to contact the staff of the [Student Success Center](#) or call them at 229-333-7570.

The Student Success Center is located on first floor of Langdale Hall on the main VSU campus. Services provided by the Success Center include tutoring, writing assistance, and help with time management. Students are encouraged to make appointments with Center Staff through the web link or by telephone. The Center is available to all VSU students, and evening appointments are available.

Additional services include the [Counseling Center](#) (phone 229-333-5940; e-mail pjaynor@valdosta.edu). Services are free of charge to students with emotional/mental, social, substance abuse and other problems. The [Farber Health Services](#) provides physical health services (phone 229-333-5886).

Emergency Campus Policy: The Police Contact Number is **229-259-5555**. The Campus Police Division is located in Pine Hall. Officers will escort students on campus, and emergency phones are placed across campus. Students are **strongly encouraged to program the campus emergency number, 911** (for local police) **and *447** (GA State Highway Patrol) **into their cell phone.**

“MINI-POCO MAP” FOR SOWK 7810

FPO 2. Demonstrate the ability to apply critical thinking within the context of professional social work practice.

7810-CO5. Critically analyze simulated client cases, using the DSM-IV-TR to accurately assign multi-axial differential diagnoses (**Film Character/Interview Multi-axial Diagnosis**).

7810-CO7. Identify the most commonly used “best practice” approaches to treatment for mental disorders among children and adults (**DSM Autobiography**).

FPO 3. Analyze and apply the values and ethics of the social work profession.

7810-CO4. Demonstrate an understanding of issues and concerns with regard to diagnosing and labeling (**Film Character/Interview Multi-axial Diagnosis**).

FPO 4. Using the strengths perspective, practice without discrimination and with respect, knowledge, and skills that are appropriate for the range of human differences.

7810-CO4. Demonstrate an understanding of issues and concerns with regard to diagnosing and labeling (**Film Character/Interview Multi-axial Diagnosis**).

7810-CO6. Demonstrate understanding and understanding with regard to the impact of cultural context, belief systems, and cultural differences between client and social worker in assessing mental disorders (**Film Character/Interview Multi-axial Diagnosis**).

FPO 5. Understand and challenge mechanisms of oppression and discrimination.

7810-CO6. Demonstrate understanding and understanding with regard to the impact of cultural context, belief systems, and cultural differences between client and social worker in assessing mental disorders **(Film Character/Interview Multi-axial Diagnosis)**.

FPO 10. Evaluate and apply research findings to practice and evaluate individual practice interventions at multi levels appropriately.

7810-CO7. Identify the most commonly used “best practice” approaches to treatment for mental disorders among children and adults **(DSM Autobiography)**.

FPO 11. Demonstrate the ability to communicate across client populations, colleagues and communities, in both written and verbal form.

6303-CO3. Identify symptoms and manifestations of mental disorders, including substance use disorders, found in children/adolescents and adults **(Film Character/Interview Multi-axial Diagnosis)**.

6303-CO4. Demonstrate an understanding of issues and concerns with regard to diagnosing and labeling **(Film Character/Interview Multi-axial Diagnosis)**.

FPO 14. Identify with the social work profession and behave professionally.

7810-CO1. Identify the uses and limitations of models of assessment, with an emphasis on the strengths-based, biopsychosocial models **(Film Character/Interview Multi-axial Diagnosis)**.

CPO 15. Demonstrate an increasing ability to engage in informed and systematic Self-Directed Practice.

7810-CO2. Demonstrate an understanding of the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR) characteristics and multi-axial classification system **(Film Character/Interview Multi-axial Diagnosis)**.

6303-CO3. Identify symptoms and manifestations of mental disorders, including substance use disorders, found in children/adolescents and adults **(DSM Autobiography)**.

CPO 17. Demonstrate an ability to analyze and critically evaluate the contextual elements to inform social work practice.

7810-CO1. Identify the uses and limitations of models of assessment, with an emphasis on the strengths-based, biopsychosocial models **(Film Character/Interview Multi-axial Diagnosis)**.

7810-CO5. Critically analyze simulated client cases, using the DSM-IV-TR to accurately assign multi-axial differential diagnoses **(Film Character/Interview Multi-axial Diagnosis)**.