

SALT LAKE COMMUNITY COLLEGE
Department of Social Sciences
Spring 2014
Social Work
Social Work 2720

Faculty: Enrique Velasquez, MSW, LCSW

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appointment only

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Text:

Theory and Practice of Counseling Psychotherapy
Gerald Corey

Sociology of Mental Disorder
William C. Cockeran

Course Description:

This introductory course will discuss variables contributing to Mental Disorder. Demographic variables such as gender, social class, age, marital status, race and biological pre-disposition will be addressed. Several theoretical models of intervention will be discussed and used to provide the student a simulated clinical experience in the controlled environment of the classroom. DSM IV-TR (Diagnostic Statistical Manual IV- Revised) will be introduced as it is the primary diagnostic tool used in the United States.

Learning Outcomes:

The primary goal of SW 2720 is to provide the student an introduction into the understanding of mental disorders and the various treatment models utilized in the treatment of mental disorders. The learning outcomes of this course match the college-wide learning outcomes established by Salt Lake Community College in the following ways.

SLCC Learning Outcome #1: Upon successful completion of any program, students should acquire substantive knowledge in the discipline of their choice sufficient for further study, and/or demonstrate competencies required by employers to be hired and succeed in the workplace.

SW 2720 Learning Outcomes: At the end of this course students should be able to:

- Gain substantive knowledge and an understanding about Mental Disorders as outlined in the DSM-IV-TR.
- Gain an introductory knowledge of the history and function of DSM-IV-TR.

SLCC Learning Outcome #2: Upon successful completion of any program, students should be able to communicate effectively.

SW 2720 Learning Outcome: At the end of this course students should be able to:

- Students will communicate both orally and written their understanding of how demographic variables such as gender, race, socio economic status, marital status, religion, sexual orientation and rural versus urban living contribute to Mental Disorders.
- Students will demonstrate knowledge both orally and in writing of the basic foundation of various treatment models available to therapists (e.g. Medical Model, Psychodynamic Model, Cognitive Model, and Behavior Modification Model).

SLCC Learning Outcome #4: Upon successful completion of any program, students should be able to think critically.

SW 2720 Learning Outcome: At the end of this course students should be able to:

- Develop skills in critical thinking through understanding treatment models and assessing their effectiveness in various situations.
- Develop skills in critical thinking through assessing the applicability of various treatment models.

SLCC Learning Outcome #5: Upon completion of any program, students should develop the knowledge and skills to be civically engaged, and/or to work with others in a professional and constructive manner.

SW 2720 Learning Outcome: At the end of this course students should be able to:

- Have an introductory knowledge and understanding that will prepare them to work with others in the mental health arena in a professional and constructive manner.

Methodology:

Class is taught in a workshop format where theoretical information from the book is discussed and examined amongst students. Class discussions will grounded on the assigned weekly reading, thus discussions will be maintained to theoretical information. Personal issues **WILL NOT BE ALLOWED** during the course.

Student Code of Conduct: Students are expected to follow the SLCC student code of conduct found at:

www.slcc.edu/policies/docs/stdtcode.pdf

Accommodations with Students with Disabilities:

Students with medical, psychological, learning or other disabilities desiring accommodations or services under ADA must contact the Disability Resource Center (DRC). The DRC determines eligibility for and authorizes the provision of these accommodations and services for the college. Please contact the DRC at the Student Center, Suite 244, Taylorsville Redwood Campus, 4600 S Redwood Rd, 84123. Phone: (801)957-4659, TTY: 957-4646, Fax: 957-4947 or by email: linda.bennett@slcc.edu.”

Evaluation:

There will be four take home evaluations through out the semester. All four evaluations will be essay format. The first three will be worth 30 points each and each one will be a minimum of five pages in length. The final evaluation will be a comprehensive essay of a minimum of eight pages in length worth 50 points. Your essays must be turned in to me at the beginning of the following class session. They will be returned to you in the same fashion.

Late work will not be accepted and there will be no extra credit. All students are expected to keep up with the reading and will be actively facilitated to participate in classroom discussions.

Grading:

A	94—100	C+	77—79	D-	60--62
A-	90—93	C	73—76	E	59 or less
B+	87—89	C-	70--72		
B	83—86	D+	67--69		
B-	80—82	D	63--66		

Social Work essay rubric

Criteria	Insufficient (1) <i>Significant revision needed. Topic not addressed</i>	Emerging (2) <i>Need for revision did not really address the question directly, jumped around</i>	Effective (3) <i>While it showed some understanding of the topic it lacked enough theoretical concepts, mostly personal opinions</i>	Strong (4) <i>Shows understanding of topic. Solid blend of theory and personal thoughts, creating an analysis of the topic</i>
Structure	Structure is unclear, thesis is weak or non-existent. Flow of topic through the essay is scattered, it lacks focus.	Structure is generally unclear, often wanders or jumps around. Thought through the discussion are incomplete, thus introducing various discussion points without depth or theoretical grounding.	Structure of the essay contains topic through the discussion, however it is based mostly on personal opinion lacking demographic variables and intervention theories.	Structure contains clear understanding of the topic as evidenced of the inclusion of demographic variables and intervention theories and personal opinion, followed by an integrative analysis of the topic.
Mental Health Theory	The student hardly uses concepts of demographic variables and mental health theory in the essay. Mostly personal opinions without empirical support.	The student uses mental health concepts discussed sporadically, addresses the topic only in general terms. Is not able to develop a clear discussion of demographic variables and intervention theories discussed.	The student includes demographic variables and intervention theories affecting mental health, however the discussion is mostly theoretical and does include proper application to the of the various mental health issues discussed.	The student is able to blend theory and their opinion into a balanced analysis of the topic as evidenced by the clear inclusion of specific demographic variables and intervention theories.
Discussion/ Analysis	Discussion is mostly un supported personal opinions of the topic, has little if any demographic variables and intervention theories discussed.	Unclear and scattered discussion of the topic with minimal theory included as part of discussion. There are several topics included in the writing with no clear direction.	Topic is clearly discussed with some mental health demographic variables and intervention theories included; analysis is not clearly balanced and leans towards personal opinions.	Topic is thoroughly discussed with a balance of personal opinions well grounded demographic variables and intervention theories discussed in class. Uses clear examples to further

				cement the discussion.
Grammar	Numerous errors in spelling, punctuation, capitalization, grammar and paragraphing . Does not allow for discussion to flow.	Moderate errors in spelling, punctuation, capitalization, grammar and paragraphing. Moderate disruptions to the flow of the discussion.	Minimal errors in spelling, punctuation, capitalization, grammar and paragraphing. Minimal disruptions to the flow of the discussion.	No errors in spelling, punctuation, capitalization, grammar and paragraphing. No disruptions to the flow of the discussion.