



December 19, 2017

Dr. W. Randy Smith
Vice Provost for Academic Programs
The Ohio State University
203 Bricker Hall, 190 North Oval Mall
Columbus, OH 43210

Dear Vice Provost Smith:

I am writing on behalf of the College of Social Work to request review and approval of curriculum revisions for the Bachelor of Science in Social Work program. The revisions received approval from the College's Undergraduate Studies Committee and the faculty body.

This proposal recommends that:

1. *Social Work 3301, Lifespan Development*, becomes a prerequisite course completed prior to entry to the major; and
2. The credit hours in the major previously held by *Social Work 3301, Lifespan Development*, be replaced by the completion of selected Special Topics courses.

Moving the *Lifespan Development* course to a prerequisite will aid in streamlining transfer pathways. This change also better prepares students for social work practice courses, as they will enter the major with a foundational knowledge of human behavior and the social environment. Moreover, the proposed change provides space in the major curriculum to require students to complete selected Special Topics courses, further preparing them to respond to changing societal challenges.

With the current prevalence of substance use and mental health issues impacting Ohio, we recommend requiring students at this time to complete either *Social Work 3600, Introduction to Psychopathology and Social Work Practice*, or *Social Work 3805, Theories and Biological Basis of Addiction*. The College would like the option of inserting alternative Special Topics choices in the future to allow the curriculum to stay nimble and continuously focused on relevant social issues.

Sincerely,

Tamara S. Davis, PhD, MSSW
Associate Dean for Academic Affairs

Executive Summary:

This proposal recommends that:

- 1) *Social Work 3301 Lifespan Development* become a prerequisite course completed prior to entry to the major; and
- 2) the credit hours in the major previously held by the *Social Work 3301 Lifespan Development* course are replaced by allowing students to choose one of the following Special Topics courses: *Social Work 3600 Introduction to Psychopathology and Social Work Practice* or *Social Work 3805 Theories and Biological Basis of Addiction*.

Background Information:

Social Work 3301 Lifespan Development (syllabus included below) is currently a required major course completed during the first semester students enter the major. The course familiarizes students with major individual development theories; evidence regarding various biological, psychological, and social influences on human behavior and development; and the effects of discrimination, oppression, and life circumstances on human development and behavior.

Social Work 3600 Introduction to Psychopathology and Social Work Practice (syllabus included below) is currently a social work elective designed to familiarize students with the major mental disorders; offer strategies for building on clients' strengths and resilience; provide basic tools for screening and referral; and impart knowledge of the mental health and substance use delivery system and its resources.

Social Work 3805 Theories and Biological Basis of Addiction (syllabus included below) is currently a social work elective course. The course explores traditional and contemporary theories related to the etiology of substance use disorders and addiction; a wide range of substances, including alcohol, tobacco, illicit "street" drugs, and commonly abused prescription drugs; and the effects of addiction on individuals using a biopsychosocial perspective that addresses biological, psychological, social, and spiritual dimensions of life functioning.

Rationale, Specific Actions and Corollary Issues:

Course Redundancy: A significant percentage of our students have already completed *Lifespan* courses at other institutions or via other campus departments. *Lifespan* courses are required in the 2-year Human Services programs. Approximately 50% of our social work students on the four regional campuses attended COTC, MTC, North Central, Rhodes, or Zane St.'s Human Services programs and have thus already completed *Lifespan* courses prior to entering our major. Approximately 25% of our Columbus campus social work students have completed Ohio Transfer Module *Lifespan* courses prior to entering the major. As we continue our focus on affordability initiatives, elimination of redundancy, and more streamlined transfer pathways, we should consider curricular options that would allow us to accept course equivalency in this area.

CSWE does not require a stand-alone Lifespan/HBSE course in the major, and has eliminated the HBSE-specific competency. Lifespan development theory and application is now integrated in CSWE Competencies 6 – 9 (Engage, Assess, Intervene, and Evaluate), and our curriculum has thus followed suit and integrated application of Lifespan Development theories in our practice courses (Engagement & Interviewing Skills, Foundations of Generalist Practice, Practice w/Families, Practice w/Groups, and Practice w/Larger Systems).

We have not in the past accepted course equivalencies for our *3301 Lifespan Development* course as our College policy indicates course equivalency for required major courses will only be considered if students have completed the course at another CSWE-accredited program. This policy ensures that students have taken required major courses that are structured to address and assess mastery of CSWE competencies, and ensures that all social work practice courses are taught by MSWs with social work practice experience (a requirement of CSWE).

Changing *3301* to a prerequisite course would allow the college to accept *Lifespan* course equivalencies without compromising its required major course equivalency policy, and ensure that students enter our major with knowledge of

this foundation level content. As with our other pre-requisite courses (*Introduction to Social Work, Introduction to Social Welfare, and Minority Perspectives*), the college would offer online and in-class sections of 3301 during Autumn, Spring and Summer for those students who have not completed a *Lifespan* course elsewhere.

In addition, this change would create a “space” in the major for an alternative required course. We propose that students thus have the opportunity to choose one of the following Special Topics courses: *Social Work 3600 Introduction to Psychopathology and Social Work Practice* **or** *Social Work 3805 Theories and Biological Basis of Addiction* as one of their required major courses. These courses are recommended due to the following:

- Social workers are recognized as the primary providers of mental health services in the U.S., and this trend is expected to continue. Due to our profession’s presence in the mental health field of practice, it is important that our students understand the etiology and treatment of common mental disorders and psychological symptoms. Our students must be able to provide effective referrals and interventions to clients, and be able to communicate with other mental health professionals. This course also challenges students to consider questions of self-determination, social responsibility, social justice, and the dignity and worth of all persons in life situations that include the experience and impact of mental illness.
- Addiction disorders are a current and significant societal challenge and thus students must be prepared to understand and respond to addiction.
- Both of these topical areas are a significant focus of the Bachelor’s level licensure exam. ASWB recently released the content outline for the revised exam (effective January 2018), and knowledge, assessment, and intervention of common mental health and substance use disorders continues to encompass a significant portion of the exam.
- This plan to provide students with a choice of Special Topics courses would allow the program to insert alternative courses in this “slot” in the future to allow the curriculum to stay nimble. A progressive and dynamic curriculum includes an awareness of and response to changing societal challenges.

Should this proposal be accepted, the *Social Work 3301 Lifespan* prerequisite course would take the place of a free elective.

College of Social Work Committees That Have Reviewed and Approved the Proposal:

This proposal has been reviewed and approved by the Undergraduate Studies Committee, the Associate Dean for Academic Affairs, and the College of Social Work Faculty.

Thank you for your consideration of these curricular revisions.

**Social Work 3301 (Current Course Syllabus)
Autumn 2017**

Instructor: _____ Class days: _____
Email: _____ Class time: _____
Office Hours: after class or by appointment Class Location: _____

Course Title: Lifespan Development in Social Work

Level of Instruction and Credit Hours: Undergraduate, 3 credit hours

Prerequisites: Admission to the social work major

Course Description

In order to conduct reliable assessments and create effective prevention and intervention plans, social workers must understand biopsychosocial processes of human development and the ways in which individuals' interactions with their social contexts influence their behavior across the lifespan. Individuals differ markedly in their responses to similar experiences and life events, and understanding individual differences requires an awareness of the various factors contributing to differences in vulnerability, resilience, risk, and protection. Furthermore, practice needs to be informed by evidence concerning variation in developmental needs and responses from the prenatal to late life periods in order to enhance "goodness of fit" between individuals and the social systems in which they function. Students in this course will become prepared to apply knowledge of human development and behavior to social work practices. The course content is presented within frameworks that incorporate the biopsychosocial, lifespan, systems, and diversity perspectives that are central to the social work profession.

Council on Social Work Education Competencies

This course targets the following *Council on Social Work Education (CSWE)* Competencies:

Competency 2: Engage diversity and difference in practice:

Social workers:

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

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

Social workers:

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

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

Social workers:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in-environment, and other

multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies

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

Social workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies

Specific Course Objectives

Toward these ends, the objectives for students enrolled in this course are to:

1. Become familiar with major individual development theories and critiquing how these apply within the social contexts of family, peers, communities, and other social institutions (Competencies 6,7 & 8)
2. Understand the evidence regarding various biological, psychological, and social influences on human behavior and development, as well as the nature of interactions between these sources of influence (Competencies 6 & 7)
3. Apply biopsychosocial and lifespan developmental frameworks at a beginning generalist level to assessment and planning interventions that promote individual adaptation and healthy developmental outcomes (Competencies 7 & 8)
4. Recognize the developmental factors that contribute to individuals' vulnerability/resilience and risk/protection related to mental, physical, and behavioral health concerns, and how this knowledge might inform beginning level generalist practice in prevention planning (Competencies 2, 6, 7 & 8)
5. Develop awareness of the extent to which a culture's structures and values may affect development and human behavior through diverse experiences of oppression, marginalization, and alienation or by creating and enhancing privilege and power (Competency 2)
6. Demonstrate awareness of the effects of discrimination, oppression, and life circumstances on human development and behavior (Competencies 2, 6, 7 & 8)

Course Evaluation by Students:

Students will evaluate the course using the online Student Evaluation of Instruction (SEI).

College Of Social Work Attendance Policy:

Students in the College of Social Work are expected to attend all classes during their social work studies. Attendance in your courses is an essential part of your social work education and professional development. Any absence deprives you of the opportunity to interact with your instructor and fellow students and interferes with your ability fully acquire the knowledge and skills required for successful social work practice. Although students may occasionally need to miss class due to illness or other important matters, missing more than 25% of the class contact hours in a semester significantly detracts from your ability to master the course content. Instructors often deduct points for absences and if you must miss more than 25% of the class time during a semester you may be required to withdraw from the course and return to your studies when you are able to fully participate in your coursework. Please note that instructors may have additional or more stringent attendance requirements depending on the nature of the course. More information about the attendance policies, conditions for seeking an Incomplete (I) in a course, and options for withdrawing from courses can be found at: <http://csw.osu.edu/degrees-programs/important-deadlines/>.

Statement on Academic Integrity and Academic Misconduct:

The College of Social Work supports fully the University standards on Academic Misconduct. Students are responsible for following University rules detailed in the Student Code of Conduct (**3335-23-04 Prohibited conduct**) in all academic work. These rules can be found on The Ohio State University website, http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf. This includes, but is not limited to: following course rules, no use of unauthorized information or assistance, no plagiarizing, no falsification, no fabrication or dishonesty in reporting research, and no alteration of grades or University forms. Course instructors are strictly bound to report suspected cases of Academic Misconduct.

College Incomplete Policy

"I" (Incomplete) course grades will be considered only in relation to emergency and hardship situations and a request for such a grade option must be discussed with me prior to the final week of the course. A time for completion of the incomplete work will be established with you. (This may not be the maximum time permitted by University rules regarding "Incompletes" but will depend upon the individual situation.) University policies governing the circumstances under which "I" grades are given and deadlines for completion will be adhered to. Students should note that when an "I" with an alternate grade of "E" is assigned in a course which is prerequisite to a course the student must take the next quarter, the course requirements for the "I" must be completed by the second week of the next quarter.

Students with Disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (e.g., ADHD, mental health conditions, chronic or temporary medical conditions, learning disabilities, blind/low vision, D/deaf and Hard-of-Hearing), please contact Student Life Disability Services (SLDS) to discuss your barriers and to register with SLDS to establish reasonable accommodations. After registration with SLDS, make arrangements with the instructor as soon as possible to discuss your accommodations, so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 092L Baker Hall, 113 W. 12th Avenue.

Mental Health Services

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol or drug problems, feeling down, difficulty concentrating, or lack of motivation. These mental health-related concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. If personal challenges are impacting your ability to achieve your fullest potential in our program, our program offices are available to assist you. The Ohio State University offers services to assist you with issues you may be experiencing. If you or someone you know is struggling and would like to talk with someone or locate resources, you can learn more about the range of confidential services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-

5766, and 24-hour emergency help is available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Reporting Incidents Of Bias and Hate

The Office of Student Life Bias Assessment and Response Team (BART) is an OSU resource for reporting incidents of bias. It also provides information on bias and discrimination and how to respond. BART receives, monitors, refers, and as necessary, coordinates university responses to hate and bias-related incidents based on age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, sexual orientation or veteran status. BART is connected to many offices and resources at OSU and contacts the relevant office if a bias incident needs follow up. Please report any incident of bias or hate that you may experience to BART using its online reporting system at:

<http://studentlife.osu.edu/bias/report-a-bias-incident.aspx>.

Method of Instruction:

This course involves content presented in lecture and discussion format during regularly scheduled class periods, content presented through video and web-based learning resources, individualized and self-directed study, and peer-conducted reviews and feedback processes.

Course Expectations:

Students in this course are expected to attend class and complete all readings and assignments as described below. Please note that attendance and participation are part of the grading scheme. The final course grade (100%) will be based on timely completion of each activity or assignment in the following weighted categories. The specific learning objectives and competencies related to each assignment are designated in the assignment descriptions, as are the grading rubrics for each assignment. **UNLESS OTHERWISE NOTED, ALL ASSIGNMENTS ARE EXPECTED TO BE THE SOLO WORK OF THE INDIVIDUAL TURNING IN THE ASSIGNED WORK.** Working together on individual assignments is considered to be academic misconduct, and will be treated as such. Work that is significantly copied from original sources, other students' work (past or present), or from your own work in other classes is considered plagiarism/academic misconduct and will be treated as such.

Specific course requirements and assignments

The final course grade (100%) will be based on timely completion of each activity or assignment in all of the **details and grading rubrics on each assignment.**

1. 1 st Case Study Assignment (70 pts possible)	20%
2. Midterm Exam (50 pts possible)	20%
3. 2 nd Case Study Assignment (90 pts possible)	30%
4. Final Exam (75 pts possible)	20%
5. Attendance/Participation (26 pts possible)	10%
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	100% total

**Note: An attendance sheet will be provided for each class session. It is the responsibility of the student to ensure they sign in. While the instructor will strive to help students better understand content presented when they were in attendance and engaged, the instructor is not responsible for re-presenting material missed due to student absences or inattentiveness.*

The planned course grading scale is as follows, but there may be modifications (curving upwards only) based on overall class performance indices:

A = 93 and up	C+ = 77 to 79	E= under 60
A- = 90 to 92	C = 73 to 77	
B+ = 87 to 89	C- = 70 to 72	
B = 83 to 87	D+ = 65 to 69	
B- = 80 to 82	D = 60 to 64	

Week	Assignment	Due Date
Week 6	First Case Assignment	Sunday, XXX @ 11:59 pm
Week 7	Midterm Examination	Sunday, XXX @ 11:59 pm
Week 13	Second Case Assignment	Sunday, XXX @ 11:59 pm
Week 15	Final Examination	Friday XXX @ 11:59 pm

Required Texts and Readings

Feldman, R.S. (2017). Lifespan development: A topical approach (3rd Edition) Boston: Prentice Hall.

Additional readings may be required, as noted in the schedule of class topics and activities, and will be accessible through Carmen.

Course Schedule and Content (session by session)

Week 1 Topic: Orientation to Lifespan Development Concepts and Their Relation to Social Work Practice

Required Readings:

Textbook chapter 1: An Orientation to Lifespan Development

- Overview of biopsychosocial principles and implications for assessment and interventions
- Overview of lifespan developmental perspective and implications for assessment and interventions
- Introducing a “Multidimensional Framework” to assessment

Week 2 Topic: The “Bio” in Biopsychosocial

Required Readings:

Textbook chapter 2: Genetics, Prenatal Development, and Birth

- Critical review of biological developmental processes across the lifespan and implications for social work assessment and intervention

Week 3 Topic: The “Bio” in Biopsychosocial (continued)

Required Readings:

Textbook chapter 3: Physical growth and aging across the life span

- Critical review of physical and motor developmental processes across the lifespan and implications for social work assessment and intervention

Week 4 Topic: The “Bio” in Biopsychosocial (continued)

Required Readings:

Textbook chapter 4: Health and wellness

- Illness & Disability across the lifespan and implications for social work assessment and intervention

- Understanding prevention strategies and implications for social work assessment and intervention
- Paper Tigers DVD and discussion

Week 5 Topic: Cognitive Development

Required Readings:

Textbook chapter 5: Cognitive growth: Piaget and Vygotsky
Textbook chapter 8: Intelligence

- Critical review of cognitive developmental processes across the lifespan (e.g. Social Cognition and Regulation, Cognitive Development and Information Processing, IQ Testing, Theory of Mind; Piaget & Vygotsky theories; moral development and reasoning; etc.) and implications for social work assessment and intervention

Week 6 Topic: Cognitive Development (continued)

Required Readings:

Textbook chapter 6: Cognitive Growth: Information Processing Approaches

- Understanding learning theories and implications for social work assessment and intervention
- Understanding information processing models and implications for social work assessment and intervention

Assignment Due:

- **1st Case Study Assignment due in the Carmen Dropbox on XXX by 11:59 pm**

Week 7 Topic: Language and Communication

Required Readings:

Textbook chapter 7: Language development

- Discuss midterm outcomes
- Critical review of language development across the lifespan and implications for social work assessment and intervention

Assignment Due:

- **Midterm Exam: on Carmen due no later than XXX at 11:59pm; covers readings and lectures from Weeks 1 - 6**

Weeks 8 Topic: The “Psycho” in Biopsychosocial

Required Readings:

Textbook chapter 9: Social and Emotional Development

- Critical review of temperament and personality development (e.g. Infant Temperament & Goodness of Fit, persistence of temperament into adulthood) and implications for social work assessment and intervention
- Critical review of socio-emotional developmental processes across the lifespan (e.g., socialization, attachment, bonding, aggression, affection, gender roles and sexual orientation, etc.) and implications for social work assessment and intervention
- Understanding the elements and limitations of psychodynamic/psychoanalytic models of human development with implications for social work assessment and intervention
- Understanding social learning theory and implications for social work assessment and intervention

Week 9 Topic: The “Psycho” in Biopsychosocial (cont.)

Required Readings:

Textbook chapter 11: Moral Development and Aggression

- Critical review of socio-emotional developmental processes across the lifespan (e.g., socialization, attachment, bonding, aggression, affection, gender roles and sexual orientation, etc.) and implications for social work assessment and intervention
- Understanding the elements and limitations of psychodynamic/psychoanalytic models of human development with implications for social work assessment and intervention
- Understanding social learning theory and implications for social work assessment and intervention

Weeks 10 & 11 Topic: Psychological Aspects of Lifespan Development (continued), and Social Influences on Lifespan Development

Required Readings:

- Textbook chapter 10: Development of the Self
- Textbook chapter 12: Gender and Sexuality
- Understanding the major defense mechanisms and implications for social work assessment and intervention

Weeks 12 & 13 Topic: Social Influences on Lifespan Development (continued)

Required Readings:

Textbook chapter 13: Friends and Family

Textbook chapter 14: Schooling, Culture, and Society: Living in a Multicultural World

- Review of social context influences on development and human behavior across the lifespan (e.g. families, workplace, neighborhood/communities, school contexts and their impact; cultural context; etc.) and implications for social work assessment and intervention

Assignment Due:

- **2nd Case Study Assignment due in the Carmen Dropbox on XXX by 11:59 pm.**

Week 14: Topic: Social Influences on Lifespan Development (continued)

Required Readings:

- Textbook chapter 15: Death and Grieving: The End of Life
- Death & Dying across the lifespan and implications for social work assessment and intervention
- Bringing it all together – end of semester wrap up

FINALS WEEK:

The **final exam** will include material covered after the midterm examination.

Exam opens: XXX at 8:00am

Due Date: XXX at 11:59pm

Assignments

Case Study Assignment #1 (70 points; 20% of Overall Grade; assesses CSWE Course Competencies 2, 6, 7 and Learning Objectives 1 - 6):

Due Week 6 (by 11:59pm on xx-xx-17)

Part 1 (60 points): Read the case study assigned for the first assignment, which is located in the course content. Writing in a narrative format (**no lists or bullets points**), select and discuss **six** developmental issues or concepts that were covered during weeks 1-4. Please underline or use **bold print** for each new developmental issue/concept you introduce.

In your answer, please note the following for each developmental issue chosen:

- a. Choose someone from the case and identify their current developmental period (1 pt)
- b. Name the developmental issue that you are applying (1 pt)
- c. Identify at least one example (or more) of the developmental issue for the person that you chose from the case (4 pts)
- d. Explain how this behavior (or behaviors) is an example of the developmental issue that you are applying (4 pts)

Follow these directions for each concept that you select. You can apply these concepts to ANYONE in the vignette (you may choose to write about all of the characters in the case study or only a few). Remember that when applying the concept, I am looking for your rationale as to why the example you chose is applicable. Although there are no specific developmental issues or concepts that I am looking for, remember that some of developmental issues will be more applicable than others. *This assignment is to be completed using the course materials - no outside resources are necessary.*

Part 2 (10 points): Choose one of the developmental issues that you used in Part 1 above. ***In your own words***, provide a definition of the concept or developmental issue. Avoid quotes from the reading materials or lecture notes when providing the definition.

Learning objectives for this assignment:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in the practice at micro, mezzo, and macro levels
- Present as learners and engage clients and constituencies as experts of their own experiences
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies

Midterm Exam (50 points; 20 % of Overall Grade; assesses CSWE Course Competencies 2, 6, 7, & 8 and Learning Objectives 1 - 6)

Due Week 7 by 11:59pm on xx/xx/17

Assignment Type: Online Exam

Time: Students will have 75 minutes (1 hour and 15 minutes) to complete the exam.

Late penalties: Exam access will close at the end of due periods; 0% grade if not completed. YOU WILL HAVE ONLY ONE CHANCE TO SUBMIT AN EXAM ATTEMPT. Please make sure you have a good internet connection and 75 minutes of uninterrupted time before you open the exam. Immediate grading will be available.

ALL EXAMS ARE SOLO ITEMS, AND NOT TO BE COMPLETED WITH OTHERS.

Learning objectives for this assignment:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in the practice at micro, mezzo, and macro levels
- Present as learners and engage clients and constituencies as experts of their own experiences
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies

Case Study Assignment #2 (90 Points; 30% of Overall Grade; assesses CSWE Course Competencies 2, 6, 7 and Learning Objectives 1 – 6):

DUE Week 13 (by 11:59pm on xx/xx/17)

Read the case study assigned for the second assignment located within the course content. Writing in a narrative format (**no lists or bullets points**), select **nine** developmental issues or concepts to discuss that were covered during weeks 4-7. Please underline or use **bold print** for each new developmental issue/concept you introduce.

In your discussion, please note the following for each developmental issue chosen:

- a. Identify the developmental issue (1 pt)
- b. Identify the person to whom you are applying it (1 pt)
- c. IN YOUR OWN WORDS include a description of the developmental issue (4 pts)
- d. Describe the behaviors noted in the case study that you believe demonstrate the developmental concept/issue. How do these behaviors illustrate the developmental issue? (4 pts)

Do this for each concept that you select. You can apply these concepts to ANYONE in the vignette (you may choose to write about all of the characters in the case study or only a few). Remember that when applying the concept, I am looking for your rationale as to why you think the example you chose is applicable. Although there are no specific developmental issues or concepts that I am looking for, remember that some of developmental issues will be more applicable than others. *This assignment is to be completed using the course materials - no outside resources are necessary.*

Learning objectives for this assignment:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in the practice at micro, mezzo, and macro levels
- Present as learners and engage clients and constituencies as experts of their own experiences
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies

Final Exam (75 Points - 20% of Overall Grade; assesses CSWE Course Competencies 2, 6, 7, & 8 and Learning Objectives 1 - 6):

DUE Finals Week (by 11:59pm on xx/xx/17)

Assignment Type: Online Exam, 75 Questions (Multiple Choice/True False)

Time: Students will have 115 minutes (1 hour and 55 minutes) to complete the exam.

Late penalties: Exam access will close at end of due periods; 0% grade if not completed.

YOU WILL HAVE ONLY ONE CHANCE TO SUBMIT AN EXAM ATTEMPT. Please make sure you have a good internet connection and 115 minutes of uninterrupted time before you open the exam. Immediate grading will be available.

ALL EXAMS ARE SOLO ITEMS, NOT TO BE COMPLETED WITH OTHERS

Learning objectives for this assignment:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in the practice at micro, mezzo, and macro levels
- Present as learners and engage clients and constituencies as experts of their own experiences
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies



Social Work 3600 (Current Course Syllabus)
**Introduction to Psychopathology
and Social Work Practice**

Instructor:
Email:
Phone:
Office Hours:

Term:
Class Days:
Class Time:
Class Location:

Level of Instruction/Credit Hours: Undergraduate/3 credit hours

Prerequisite: Junior or Senior standing in the social work major, or permission of the department

Course Description: This course is designed to familiarize students with the major mental disorders, offer strategies for building on clients' strengths and resilience, provide basic tools for screening and referral, and impart knowledge of the mental health delivery system and its resources. As mental health issues are pervasive in all social work settings, the generalist social work practitioner must become acquainted with the language, taxonomy, conceptualizations, and developments in the study of psychopathology. Students will develop operational definitions of mental health and mental illness; examine epidemiological studies on patterns of mental illness; and understand the interaction of biological, neurological, bio-chemical, developmental, environmental, socioeconomic, and socio-cultural aspects of mental health and mental illness. Students will be challenged to consider questions of self-determination, social responsibility, social justice, and the dignity and worth of all persons in life situations that include the experience and impact of mental illness.

Course Competencies and Practice Behaviors: Students are expected to master the following Council on Social Work Education competencies and practice behaviors:

Competency 1: Demonstrate Ethical and Professional Behavior

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations

Competency 2: Engage diversity and difference in practice

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

- Use and translate research evidence to inform and improve practice, policy, and service-delivery

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

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies

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

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
- Apply knowledge of human behavior and the social environment, person in environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Course Learning Outcomes: At the completion of this course students should be able to:

- 1) Articulate the meaning of mental health and mental illness;
- 2) Identify an awareness of the major mental health disorders as defined by the DSM-5;
- 3) Understand mental illness as a social problem;
- 4) Understand multiple cultural and theoretical perspectives on mental illness;
- 5) Understand a variety of modalities for the care and treatment of individuals with mental illness;
- 6) Understand mental illness from the perspective of consumers, family members, and providers;
- 7) Articulate the role of social work in serving people with mental illness;
- 8) Locate research and resources on mental health and mental illness.

Course Evaluation by Students:

Students will evaluate the course using the online Student Evaluation of Instruction (SEI).

Statement on Academic Integrity and Academic Misconduct:

The College of Social Work supports fully the University standards on Academic Misconduct. Students are responsible to follow the Code of Student Conduct in all academic work. The Code of Student Conduct can be found in the student resources guide: http://studentaffairs.osu.edu/resource_csc.asp. This includes, but is not limited to: following course rules, no use of unauthorized information or assistance, no plagiarizing, no falsification, fabrication or dishonesty in reporting research, and no alteration of grades or University forms. Faculty are strictly bound to report suspected cases of Academic Misconduct.

College Incomplete Policy:

"I" (Incomplete) course grades will be considered only in relation to emergency and hardship situations and a request for such a grade option must be discussed with the instructor prior to the final week of the course. A time for completion of the incomplete work will be established with the student. (This may not be the maximum time permitted by University rules regarding "Incompletes" but will depend upon the individual situation.) University policies governing the circumstances under which "I" grades are given and deadlines for completion will be adhered to. Students should note that when an "I" with an alternate grade of "E" is assigned in a course which is prerequisite to a course the student must take the next quarter, the course requirements for the "I" must be completed by the second week of the next quarter.

College Attendance Policy:

Students in the College of Social Work are expected to attend all classes during their social work studies. Attendance in your courses is an essential part of your social work education and professional development. Any absence deprives you of the opportunity to interact with your instructor and fellow students and interferes with your ability fully acquire the knowledge and skills required for successful social work

practice. Although students may occasionally need to miss class due to illness or other important matters, missing more than 25% of the class contact hours in a semester significantly detracts from your ability to master the course content. Instructors often deduct points for absences and if you must miss more than 25% of the class time during a semester you may be required to withdraw from the course and return to your studies when you are able to fully participate in your coursework. Please note that instructors may have additional or more stringent attendance requirements depending on the nature of the course.

Students with Disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health conditions, chronic or temporary medical conditions, learning disabilities, blind/low vision, D/deaf and Hard-of-Hearing), please contact Student Life Disability Services (SLDS) to discuss your barriers and to register with SLDS to establish reasonable accommodations. After registration with SLDS, make arrangements with the instructor as soon as possible to discuss your accommodations, so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 092L Baker Hall, 113 W. 12th Avenue.

Reporting Incidents of Bias and Hate

The Office of Student Life Bias Assessment and Response Team (BART) is an OSU resource for reporting incidents of bias. It also provides information on bias and discrimination and how to respond. BART receives, monitors, refers, and as necessary, coordinates university responses to hate and bias-related incidents based on age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, sexual orientation or veteran status. BART is connected to many offices and resources at OSU and contacts the relevant office if a bias incident needs follow up. Please report any incident of bias or hate that you may experience to BART using its online reporting system at:

<http://studentlife.osu.edu/bias/report-a-bias-incident.aspx>.

Mental Health Services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol or drug problems, feeling down, difficulty concentrating, or lack of motivation. These mental health-related concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. If personal challenges are impacting your ability to achieve your fullest potential in our program, our program offices are available to assist you. The Ohio State University offers services to assist you with issues you may be experiencing. If you or someone you know is struggling and would like to talk with someone or locate resources, you can learn more about the range of confidential services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Method of Instruction:

Methods of instruction will include lecture, discussion, case analysis, and small group activities. Classroom experiences are designed to enhance the student's ability to think critically about concepts and apply learned principles.

Course Expectations:

Students will be expected to demonstrate considerable knowledge and understanding of the concepts, principles, and information reflected in the course outline. These expectations will be evaluated through exams, written assignments, and the instructor's judgment of the quality of participation and contribution to class learning by each student.

Attendance and Participation:

Students are expected to attend classes and to read all the assigned works. A high level of student participation is necessary in order to achieve the objectives and the expected outcomes of the course. You are expected to contribute to class discussions, participate in class activities, and complete weekly reflections to receive the total points for this portion of the grade. Attendance and participation is worth 28 points of the total course grade (up to 2pts/class). Please note there are no excused absences – if you are not in attendance, you will not receive points.

Written Assignments:

Written assignments must be turned in at the assigned time. Late assignments will receive a deduction of 5 points per day. Clarity of expression, logical organization and grammar are considered in the evaluation of written material. Students are expected to use the standards of writing set forth in the *Publication Manual of the American Psychological Association, 6th Edition*.

Specific Course Requirements and Assignments:

Course grades will be determined according to the following:

- **Attendance & Participation:** 28 points (2 points/class). Students will submit written reflections pertaining to questions about class material and discussions at the end of each class. If you are not in attendance and thus unable to complete the reflections on class material and discussions, you will not receive points. Note that one “free” absence will be provided to each student.
- **Exam #1:** 32 points; covers Week 1 – 4 class content and activities; on Carmen **Week 5**, opens/closes on xx date. Addresses CSWE Competencies 1, 2, 4, 6 & 7 and Course Objectives 1 – 4 & 7.
- **Exam #2:** 46 points; covers Week 5 – 9 class content and activities; on Carmen **Week 10**, opens/closes xx dates. Addresses CSWE Competencies 1, 2, 4, 6 & 7 and Course Objectives 1, 2, & 5 – 8.
- **Book Review:** 48 points, due on Carmen **Week 11**, date/time. Read a biographical or autobiographical book about someone who has/had a form of mental illness (you must choose from the list of options on pages 12-13 of the syllabus). Write a 6-7 page review (12pt font, double-spaced) that addresses the following. Addresses CSWE Competencies 1, 2 & 6 and Course Objectives 2 – 7.
 1. Introduction: name of author, book title, and the main theme.
 2. What made you choose this particular book from the list of options?
 3. Identify the disorder and discuss how it impacted the writer's/character's life (relationships, education, employment, physical health, finances, legal, etc.).
 4. What led the writer/character to seek intervention (self-sought, family, legal, etc.)?
 5. Identify strengths exhibited by the writer/character and how these strengths assisted in addressing the impact of the disorder.

6. What barriers did the writer/character face in accessing and maintaining intervention (stigma, family, system failures, misdiagnoses, finances, etc.)?
 7. Would you describe the intervention as successful? Why or why not?
 8. How did this book enhance your understanding of the disorder?
 9. How were your personal biases regarding mental disorders altered after reading this book?
- **Exam #3:** (46 points; covers Week 10 – 14 class content and activities; on Carmen during **Finals Week**, opens/closes on xx date). Addresses CSWE Competencies 1, 2, 4, 6 & 7 and Course Objectives 1, 2, & 5 – 8.

Course Grading scale:

A	186 – 200	C+	154 – 159	E	0 - 119
A-	180 – 185	C	146 - 153		
B+	174 – 179	C-	140 - 145		
B	166 - 173	D+	134 - 139		
B-	160 – 165	D	120 – 133		

Required Texts and Readings:

Gray, S. & Zide, M. (2016). *Psychopathology: A Competency-Based Assessment Model for Social Workers*, (4th Ed.) Belmont, CA: Brooks/Cole.
ISBN-13: 978-1305101937

All additional readings are on Carmen.

Resources and Important Links:

- National Alliance for the Mentally Ill (NAMI): <https://www.nami.org/>
- National Institute of Mental Health (NIMH): <https://www.nimh.nih.gov/>
- National Institute on Drug Abuse (NIDA): <https://www.drugabuse.gov/>
- National Institute on Alcohol Abuse and Alcoholism (NIAAA): www.niaaa.nih.gov/
- Substance Abuse and Mental Health Services Administration (SAMHSA): www.samhsa.gov/

COURSE SCHEDULE AND CONTENT:

Week One:

- Introduction to the Course: Themes and Concepts
- Definitional Issues: Normality, Mental Health, and Mental Illness
- History and Current Status of the Mental Health Delivery System

Required Readings and Assignments:

- On Carmen:
 - Newhill, Christina E. (2015). *Interventions for Serious Mental Disorders*. Pearson Education, Inc.
 - Chapter 1: Understanding how Societies Have Cared for and Treated Individuals with Severe Mental Illness
 - Chapter 2: The Community Mental Health Services Act, Deinstitutionalization; Evidence Based Practice, and Current Status of Mental Health Services
- <http://ideas.ted.com/2013/12/18/how-should-we-talk-about-mental-health/>
- https://www.ted.com/talks/thomas_insel_toward_a_new_understanding_of_mental_ill-ness

Week Two:

- Overcoming Barriers
 - Defining, Understanding, and Combating Stigma
 - Societal Attitudes Toward Individuals with Mental Illness
 - “I Am Not Mentally Ill and I Don’t Need Help”
 - Cultural Disparities in Mental Health
- Legal And Ethical Issues
 - Least Restrictive Alternative
 - Involuntary Commitment
 - Confidentiality and Duty to Warn
 - Clients’ Rights and Protections
 - Documentation and Record-Keeping
 - Diagnoses and Labeling

Required Readings and Assignments (on Carmen):

- Project Implicit: Mental Health: <https://implicit.harvard.edu/implicit/>
- Marsiglia, F. & Kulis, S. (2015). *Diversity, Oppression & Change*. Lyceum Books, Inc.
 - Chapter 12: Culturally Grounded Methods of Social Work Practice
- Newhill, Christina E. (2015). *Interventions for Serious Mental Disorders*. Pearson Education, Inc.
 - Chapter 3: Legal and Ethical Issues Relevant to Practice with Individuals with Serious Mental Illness and their Families
- https://www.ted.com/talks/elyn_saks_seeing_mental_illness

Recommended Readings (on Carmen):

- Snowden, L. R. (2003). Bias in mental health assessment and intervention: theory and evidence. *American Journal of Public Health*, 93, 239-243.
- Corrigan, P. (2007). How clinical diagnosis might exacerbate the stigma of mental illness. *Social Work*, 52(1), 31-39.
- Horowitz, A. (2007). Transforming normality into pathology: The DSM and the outcomes of stressful social arrangements. *Journal of Health and Social Behavior*, 48(3), 211-222.
- Rosenhan, D. (1973). One being sane in insane places. *Science*, 179, 250-258.

Week Three:

- Diagnosis and the Social Work Profession
 - DSM-5 Definition of Mental Illness
 - How the DSM-5 is Organized
 - Limitations of the DSM
- The Competency-Based Assessment Model
 - Biopsychosocial Framework
 - Ecological Perspective
 - Strengths Perspective
 - Systems Theory
- The Social Worker’s Role
 - Understanding Client’s Stories and Client’s Environments
 - Focus on Strengths and Resilience

Required Readings and Assignments:

- Text, Chapter 1
- On Carmen:
 - American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders, DSM-5*. Washington, DC: American Psychiatric Association, 5-25.
 - Wakefield, J. (2013). DSM-5: An overview of changes and controversies. *Clinical Social Work Journal*, 41(2), 139-154.

Week Four:

- Neurodevelopmental Disorders: Autism Spectrum Disorder, ADHD, and IDD
 - Prevalence and Comorbidity
 - Onset, Course, and Recovery
 - Screening Tools
 - Referrals and Resources for Interventions

Required Readings and Assignments:

- Text, Chapter 2
- https://www.ted.com/talks/temple_grandin_the_world_needs_all_kinds_of_minds

Recommended Readings (on Carmen):

- Bishop-Fitzpatrick, L., Minshew, N. & Eack, S. (2013). A systemic review of psychosocial interventions for adults with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 43, 687-694.
- Serrano-Troncoso, E., Guidi, M., & Alda-Diez, J. A. (2013). Is psychological treatment efficacious for attention deficit hyperactivity disorder (ADHD)? Review of non-pharmacological treatments in children and adolescents with ADHD. *Actas Espanolas de Psiquiatria*, 41, 44-51.
- Mandell et al. (2009). Racial/ ethnic disparities in the identification of children with autism spectrum disorders. *American Journal of Public Health*, 99, 493-498.

Week Five:

- Schizophrenia Spectrum and Other Psychotic Disorders
 - Prevalence and Comorbidity
 - Onset, Course, and Recovery
 - Screening Tools
 - Referrals and Resources for Interventions

Required Readings and Assignments:

- **Exam #1 Due on Carmen by (date/time); covers Weeks 1 – 4 class content and activities**
- Text, Chapter 3
- https://www.ted.com/talks/eleanor_longden_the_voices_in_my_head
- Serafini, G. et al. (2011). Stigmatization of schizophrenia as perceived by nurses, medical doctors, medical students, and patients. *Journal of Psychiatric and Mental Health Nursing*, 18, 576-585.

Recommended Readings (on Carmen):

- Dopke, C. & Batscha, C. (2014). Cognitive-behavioral therapy for individuals with schizophrenia. *American Journal of Psychiatric Rehabilitation*, 17, 44-71.
- McCellan, J. & Stock, S. (2013). Practice parameters for the assessment and treatment of children and adolescents with schizophrenia. *Journal of the American Academy of Child and Adolescent Psychiatry*, 52, 976-990.
- Myers, N. (2010). Culture, stress and recovery from schizophrenia: lessons learned from the field of global mental health. *Culture, Medicine, and Psychiatry*, 34, 500 – 528.

Week Six:

- Bipolar and Depressive Disorders
 - Prevalence and Comorbidity
 - Onset, Course, and Recovery
 - Screening Tools
 - Referrals and Resources for Interventions

Required Readings and Assignments:

- Text, Chapter 4
- https://www.ted.com/talks/andrew_solomon_depression_the_secret_we_share
- https://www.ted.com/talks/kevin_breel_confessions_of_a_depressed_comic
- https://www.ted.com/talks/sherwin_nuland_on_electroshock_therapy

Recommended Readings (on Carmen):

- Belle, D. & Doucet, J. (2003). Poverty, inequality, and discrimination as sources of depression among U.S. women. *Psychology of Women Quarterly*, 27(2), 101-113.
- Haeri, S. et al. (2011). Disparities in diagnosis of bipolar disorder in individuals of African and European descent: A review. *Journal of Psychiatric Practice*, 17, 394-403.
- Saveneau, R.V. & Nemeroff, C.B. (2012). Etiology of depression: genetic and environmental factors. *Psychiatric Clinics of North America*, 35, 51-71.
- Schottle, D., Huber, C.G., Bock, T., & Meyer, T. D. (2011). Psychotherapy for bipolar disorder: A review of the most recent studies. *Current Opinion Psychiatry*, 24, 549-555.
- Steinkuller, A. & Rheineck, J. (2009). A review of evidence-based therapeutic interventions for bipolar disorder. *Journal of Mental Health Counseling*, 31(4), 338-350.

Week Seven:

- Anxiety and Obsessive Compulsive Disorders; Hoarding
 - Prevalence and Comorbidity
 - Onset, Course, and Recovery
 - Screening Tools
 - Referrals and Resources for Interventions

Required Readings and Assignments:

- Text, Chapters 6 & 7
- <http://tedxtalks.ted.com/video/Anxiety-Disorders-and-Panic-Att>
- <http://www.npr.org/sections/health-shots/2011/05/02/135919186/-big-clean-out-is-no-cure-for-hoarding>
- Causes of Hoarding: <https://www.youtube.com/watch?v=1MkefvnFwes> (Dr. Randy Frost, Smith College)
- Mohatt, J., Bennett, S. & Walkup, J. (2014). Treatment of separation, generalized, and social anxiety disorders in youths. *American Journal of Psychiatry*, 171, 741-748.
- Murphy, H. & Perera-Delcourt, R. (2012). 'Learning to live with OCD is a mantra I often repeat': Understanding the lived experience of obsessive-compulsive disorder in the contemporary therapeutic context. *Psychology and Psychotherapy: Theory, Research and Practice*, 87, 111-125.

Recommended Readings (on Carmen):

- Asnaani, A., Gutner, C.A., Hinton, D. E., & Hofmann, S. G. (2009). Panic disorder, panic attacks, and panic attack symptoms across race-ethnic groups: Results of the collaborative psychiatric epidemiology studies. *CNS Neuroscience and Therapeutics*, 13, 249-254.
- D'Alessandro, T. M. (2009). Factors influencing the onset of childhood obsessive compulsive disorder. *Pediatric Nursing*, 35, 43-46.
- Leskin, G. A. & Sheikh, J. I. (2004). Gender differences in panic disorder. *Psychiatric Times*, 21, 65-66.

Week Eight:

- Trauma and Stressor-Related Disorders
 - Prevalence and Comorbidity
 - Onset, Course, and Recovery
 - Screening Tools
 - Referrals and Resources for Interventions

Required Readings and Assignments:

- Text, Chapter 8
- <http://www.npr.org/2014/09/07/346582682/some-veterans-find-peace-thanks-to-scuba-gear-quiet-waters>

Recommended Readings (on Carmen):

- Kliethermes, M, Schacht, M. & Drewry, K. (2014). Complex trauma. *Child and Adolescent Psychiatric Clinics of North America*, 23(2), 339-361.
- Kline, A. (2013). Gender differences in the risk and protective factors associated with PTSD: A prospective study of National Guard troops deployed to Iraq. *Psychiatry*, 76, 256-272.
- Rauch, S. A. M., Eftekhari, A., & Ruzek, J. I. (2012). Review of exposure therapy: A gold standard for PTSD treatment. *Journal Rehabilitation Research and Development*. 49(5), 679-688.
- Sloan, D. M., Bovin, M. J., & Schnurr, P. P. (2012). Review of group treatment for PTSD. *Journal of Rehabilitation, Research, and Development*, 49, 689-702.

Week Nine:

- Eating Disorders; Elimination Disorders
 - Prevalence and Comorbidity
 - Onset, Course, and Recovery
 - Screening Tools
 - Referrals and Resources for Interventions

Required Readings and Assignments:

- Text, Chapters 11 & 12
- <http://tedxtalks.ted.com/video/Eating-Disorders-from-the-Insid>
- On Carmen:
 - Hay, P. (2013). A systematic review of evidence for psychological treatments in eating disorders: 2005-2102. *International Journal of Eating Disorders*, 46, 462-469.
 - Stice, E., Becker, C.B., & Yokum, S (2013). Eating disorder prevention: Current evidence-base and future directions. *International Journal of Eating Disorders*, 46, 478-485.
 - Strother, E., R., Stanford, S.C., & Tuberville, D. (2012). Eating Disorders in Men: Underdiagnosed, undertreated, and misunderstood. *Eating Disorders: The Journal of Treatment and Prevention*, 20, 346-355.

Week Ten:

- Disruptive, Impulse Control, and Conduct Disorders
 - Prevalence and Comorbidity
 - Onset, Course, and Recovery
 - Screening Tools
 - Referrals and Resources for Interventions

Required Readings and Assignments:

- **Exam #2 Due on Carmen by (date/time); covers Weeks 5 – 9 class content and activities**
- Text, Chapter 13
- McKinney, C. & Morse, M. (2012). Assessment of Disruptive Behavior Disorders: Tools and Recommendations. *Professional Psychology: Research and Practice*, 43(6), 641-649.

Recommended Readings:

- Henggeler, S. & Sheidow, A. J. (2012). Empirically supported family based treatment for conduct disorder and delinquency in adolescents. *Journal of Marital and Family Therapy*, 38, 30-58.
- Hinshaw, S. P. (2005). The stigmatization of mental illness in children and parents: developmental issues, family concerns, and research needs. *Journal of Child Psychology and Psychiatry*, 46, 714-734.
- Krol, N., Morton, J., & De Bruyn, E. (2004). Theories of conduct disorder: A causal modeling analysis: *Journal of Child Psychology and Psychiatry*, 45, 727-742.

Week Eleven:

- Substance-Related and Addictive Disorders
 - Prevalence and Comorbidity
 - Onset, Course, and Recovery
 - Screening Tools
 - Referrals and Resources for Interventions

Required Readings and Assignments:

- **Book Review Due on Carmen by (insert date and time)**
- Text, Chapter 14
- <http://score.addicaid.com/ted-talk-on-drug-addiction-research/>
- <http://goddrugsandthugs.com/2013/06/05/the-best-ted-talk-ive-ever-heard/>

Recommended Readings:

- Youdelis-Flores & Ries, R. (2015). Addiction and Suicide. *The American Journal on Addictions*, 24, 98-104.
- Lewis, J., Dana, R. & Blevins, G. (2009). Motivational Interviewing. In Substance Abuse Counseling (pp. 61-75). CA: Brooks-Cole/Cengage.
- Marlatt, A. & Witkiewitz, K. (2010). Update on harm reduction policy and intervention research. *Annual Review of Clinical Psychology*, 6, 595-606.

Week Twelve:

- Neurocognitive Disorders
 - Prevalence and Comorbidity
 - Onset and Course of the Disease
 - Screening Tools
 - Referrals and Resources for Interventions

Required Readings and Assignments:

- Text, Chapter 15
- [https://www.ted.com/talks/alanna shaikh how i m preparing to get alzheimers](https://www.ted.com/talks/alanna_shaikh_how_i_m_preparing_to_get_alzheimers)

Week Thirteen:

- Personality Disorders
 - Characteristics
 - Prevalence and Comorbidity
 - Onset, Course, and Recovery
 - Screening Tools
 - Referrals and Resources for Interventions

Required Readings and Assignments:

- Text, Chapter 16

Recommended Readings (on Carmen):

- Skodol, A. E., & Bender, D. S. (2003). Why are women diagnosed borderline more than men? *Psychiatry Quarterly*, 74, 349-360.
- Rizvi, S. Steffel, L. & Carson-Wong, A. (2013). An overview of dialectical behavior therapy. *Professional Psychology: Research and Practice*, 44, 73-80.

Week Fourteen:

- Dissociative and Somatic Symptom Disorders
- Course Wrap-Up

Required Readings and Assignments:

- Chapters 9 & 10

Finals Week:

- **Exam #3 on Carmen: Covers content from Weeks 10 - 14 (insert dates/times)**

Approved Biographies/Autobiographies for Book Review

1. **Lucky by Alice Sebold:** Not all mental illnesses come from trauma; not all traumas inspire mental illness, but the two still walk hand-in-hand in plenty of instances. Bestselling author Alice Sebold was brutally raped during her freshman year at Syracuse, and viscerally bristled when a cop told her she should feel "lucky" not to have been murdered like an earlier female student. The incident, along with her upbringing as the child of alcoholics, thrust her headlong into depression and a heroin addiction.
2. **Hurry Down Sunshine by Micheal Greenberg:** Lauded by critics at Booklist, Library Journal and *The New York Times Sunday Book Review*, *Hurry Down Sunshine* revolves around a father coming to terms with his daughter's mania. With brutal intensity, he opens up about watching his beloved Sally succumb to her brain chemistry.
3. **Blue Genes by Christopher Lukas:** Bipolar disorder, depression and suicide run rampant throughout Christopher Lukas' family, claiming both his brother (Pulitzer-winning journalist J. Anthony Lukas) and his mother. His aching memoir traces how generations pass on their conditions and come to impact loved ones. It's an agonizing read, but one wholly necessary to understanding the nature of mental illness.
4. **Prozac Nation by Elizabeth Wurtzel:** Major depressive disorder descended upon writer Elizabeth Wurtzel during her college and young professional days, after a lifetime of loneliness and longing for an absent father. Like many individuals suffering from this condition, she turned towards substance abuse and even a suicide attempt as a means of self-medicating.

5. **Wasted by Marya Hornbacher:** All the eating disorders remain some of the most misunderstood, yet high-profile, psychiatric conditions. This Pulitzer finalist defies many of the unfair stereotypes levied onto those with anorexia and bulimia, approaching the subject matter with intelligence and openness. *Wasted* candidly discusses a 14-year struggle with eating disorders and their comorbid diagnoses.
6. **An Unquiet Mind by Kay Redfield Jamison:** As both a clinical psychologist and bipolar patient, Dr. Kay Redfield Jamison speaks about mental illness from a very unique perspective. She has written extensively about her tumultuous experiences in various books, but none more personal and evocative as *An Unquiet Mind*. Ultimately, Jamison concludes that despite the horrors of suicide and searching for a valid treatment option, she feels her experiences made her a better person.
7. **Just Checking by Emily Colas:** *Just Checking* covers Emily Colas' life with severe obsessive-compulsive disorder, starting with her childhood and moving up to marriage, motherhood and an emotionally-ripping divorce. Rituals and compulsions meant to quell her fears eventually isolate the people she loves most, and it isn't until she hits the bottom when psychiatric treatment becomes an option. Much of the memoir also covers how OCD severely impacts college students.
8. **Skin Game by Caroline Kettlewell:** Self-mutilation, often (but not always) involving cutting, crops up as a common method of dealing with numerous psychiatric illnesses. In this emotional, deeply personal autobiography, Caroline Kettlewell explains how slicing herself with razor blades brought solace during her isolated childhood. As of its publication, she was still coming to terms with the issues inspiring the painful actions.
9. **Unholy Ghost edited by Nell Casey:** Twenty-two writers, including Larry McMurtry and William Styron, contribute their voices to this anthology. All of them shed light on the realities of prolonged depression, allowing readers to analyze commonalities and understand unique experiences alike. Because the condition takes on so many different forms, anyone wanting to know more about it would do well to explore this volume with an open mind.
10. **Drinking: A Love Story by Caroline Knapp:** Untreated and unacknowledged mental illness can lead to substance abuse issues as a means of alleviating the anguish. Caroline Knapp slowly succumbed to alcoholism after struggling with anorexia, both of which were unfortunately exacerbated by her high-pressure parents. Until age 36, this Brown-educated journalist kept the demons suppressed from employers and loved ones before finally checking into rehab.
11. **Electroboy by Andy Behrman:** Electroshock therapy has a very negative reputation, but in reality it can actually help patients suffering from a number of different psychiatric conditions. Andy Behrman's bipolar disorder drove him to actions both thrilling and utterly destructive, ultimately landing him in prison when his confidence became so overwhelming he forged paintings. Once he resigns himself to doing whatever it takes to feel well and whole, a combination of the right medicine and electroshock proves successful.
12. **Thinking in Pictures: My Life with Autism by Temple Grandin:** Temple Grandin, Ph.D., is a gifted animal scientist who has designed one third of all the livestock-handling facilities in the United States. She also lectures widely on autism—because Temple Grandin is autistic, a woman who thinks, feels, and experiences the world in ways that are incomprehensible to the rest of us.
13. **The Evil Hours: A Biography of Post-Traumatic Stress Disorder:** Over a decade into the United States' "global war on terror," PTSD afflicts as many as 30 percent of the conflict's veterans. But the disorder's reach extends far beyond the armed forces. In total, some twenty-seven million Americans are believed to be PTSD survivors. Yet to many of us, the disorder remains shrouded in mystery, secrecy, and shame. Now, David J. Morris — a war correspondent, former Marine, and PTSD sufferer himself — has written the essential account of this illness. Through interviews with individuals living with PTSD, forays into the scientific, literary, and cultural history of the illness, and memoir, Morris crafts a moving work that will speak not only to those with the condition and to their loved ones, but also to all of us struggling to make sense of an anxious and uncertain time.
14. **Girl, Interrupted by Susanna Kaysen:** In this famous memoir of mental illness, author Susanna Kaysen chronicles her stint in a psychiatric hospital at age 18. She received a diagnosis of borderline personality disorder, a condition largely overlooked and misunderstood by the American mainstream, and relates all the intimate details back to readers. Not only does Kaysen's autobiography shed light on BPD's many nuances and symptoms, she also critiques the mental health care system.



Social Work 3805 (Current Course Syllabus)
Theories and Biological Basis of Addiction

Instructor: Audrey Begun

Class Location: carmen.osu.edu

“Office” Hours: by email or appointment

Class Schedule: Thursdays to Wednesdays Office

Location: 209 Stillman Hall, Columbus Campus

Office Phone: 614-292-1064

Email: begun.5@osu.edu

Skype: audrey.begun

Prerequisites: Sophomore/Junior/Senior or permission of instructor. Open to students of all disciplines. Satisfactory completion of introductory psychology and introductory biology course content is preferable/recommended, but not required.

Course Description

This course is required for the interdisciplinary minor in Substance Misuse and Addiction and serves as an elective open to other students. It is also designed to meet chemical dependency educational content for Ohio’s Licensed Chemical Dependency Counselor credentials. Completion of both Social Work 3805 and 3806 will cover all areas of the CDCA Phase I educational requirements. The focus of this undergraduate elective course is to explore traditional and contemporary theories, and their supporting evidence, related to the etiology of substance use disorders and addiction. One issue that will be addressed concerns the ways in which substance use disorders and addiction are distinct from other medical and psychological conditions. The course addresses a wide range of substances, including alcohol, tobacco, illicit “street” drugs, and commonly abused prescription drugs. Students will be exposed to course content that addresses the effects of addiction on individuals and their lives, using a biopsychosocial perspective that addresses biological, psychological (cognitive and affective), social, and spiritual dimensions of life functioning. In addition, the interaction of these biological, psychological, and social factors will be examined. The appropriate use of psychotropic medications to help manage problems of addiction will be addressed, as well.

Course Competencies and Practice Behaviors

In the context of “*Embrace Difference. Seek Justice. Be the Change.*” as stated in the College Mission Statement, students in this course are expected to master the following Council on Social Work Education (CSWE) competencies and practice behaviors.

1. Demonstrate ethical and professional behavior:
 - a. Demonstrate professional demeanor in written and electronic communication.

4. Engage in Practice-Informed Research and Research-Informed Practice:
 - a. Use and translate research evidence [in preparing] to inform and improve practice, policy, and service delivery.

6. Engage with Individuals, Families, Groups, Organizations, and Communities:
 - a. Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks [in preparing] to engage with clients and constituencies.

7. Assess Individuals, Families, Groups, Organizations, and Communities:
 - a. Apply critical thinking to interpret information [about] clients and constituencies.
 - b. Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data [about] clients and constituencies.

8. Intervene with Individuals, Families, Groups, Organizations, and Communities:
 - a. Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in [the analysis of] interventions with clients and constituencies.

Specific Course Objectives

In order to master the above competencies and practice behaviors, students in this course will:

- a. Identify as member of a community of learners focused on substance misuse and addiction topics;
- b. Utilize professional language in discussing and analyzing issues of substance use and addiction, demonstrating professionalism in describing or discussing individuals who use substances or experience addiction and awareness of how their own personal experiences influence their judgments (*Competency 1*);
- c. Demonstrate familiarity with contemporary and historical models, theories, and evidence used to describe, explain, and assess substance misuse and addiction (*Competencies 4, 6, 7 & 8*);
- d. Explain the effects of addiction on individuals, including the biological, psychological (cognitive and affective), social and spiritual dimensions of life and functioning (*Competencies 4, 6, 7 & 8*);
- e. Explain the interaction of social and cultural contexts with addictive processes (*Competencies 4, 6, 7 & 8*);
- f. Differentiate addiction from other medical and psychological conditions (*Competencies 6, 7 & 8*);
- g. Identify key pharmacological principles of drugs of abuse and those used in addressing problems of addiction (detoxification and treatment). This includes identifying actions of substances in the major drug categories, physiological responses to drugs in these categories, how drugs might interact, how tolerance develops, the appropriate use of psychotropics to treat or manage addictions, and the effects of drugs on sensation and perception, learning and memory, human growth and development, sexual functioning, and behavior (*Competencies 4, 6, 7 & 8*).

Course Evaluation by Students

Students will evaluate the course using the online Student Evaluation of Instruction (SEI) mechanism.

Statement of Academic Integrity and Academic Misconduct

The College of Social Work supports fully the University standards on Academic Misconduct. Students are responsible for following University rules detailed in the Student Code of Conduct (**3335-23-04 Prohibited conduct**) in all academic work. These rules can be found on The Ohio State University website, http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf. This includes, but is not limited to following course rules, no use of unauthorized information or assistance, no plagiarizing, no falsification, no fabrication or dishonesty in reporting research, and no alteration of grades or University forms. Course instructors are strictly bound to report suspected cases of Academic Misconduct.

College Incomplete Policy

“I” (Incomplete) course grades will be considered only in relation to emergency and hardship situations and a request for such a grade option must be discussed with the instructor prior to the final week of the course. A time

for completion of the incomplete work will be established in consultation between the instructor and student; this may not be the maximum time permitted by University policies governing grades of “Incomplete” but will depend on situational circumstances. University policies governing the circumstances under which “I” grades are given and deadlines for completion will be adhered to.

Students should note that when an “I” grade with an alternate grade of “E” is assigned in a course which is a prerequisite to a required course which the student must take the next semester, all course requirements for the “I” must be completed before the end of the second week of the next semester.

Students with Disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately. Please also register with Student Life Disability Services (SLDS) to establish a plan for reasonable accommodations. Once registered, arrange to meet with me to discuss your accommodations so we can implement them in a timely fashion. SLDS contact information: slds@osu.edu, 614-292-3307, 092L Baker Hall, 113 W. 12th Avenue.

Mental Health Services

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol or drug problems, feeling down, difficulty concentrating, or lack of motivation. These mental health-related concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. If you find that personal challenges impact your ability to achieve your fullest potential in our program, The Ohio State University and our program offer services to assist with issues you may be experiencing. If you or someone you know is struggling and would like to talk with someone or locate resources, you can learn more about the range of confidential services available on campus via the [Office of Student Life’s Counseling and Consultation Service \(CCS\)](http://ccs.osu.edu) by visiting ccs.osu.edu or calling 614-292-5766. CCS offices are located on the 4th Floor of the [Younkin Success Center](#) and 10th Floor of [Lincoln Tower](#). You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Reporting Incidents of Bias and Hate

The [Office of Student Life Bias Assessment and Response Team \(BART\)](#) is an OSU resource for reporting incidents of bias. It also provides information on bias and discrimination, and how to respond. BART receives, monitors, refers, and as necessary, coordinates university responses to hate and bias-related incidents based on age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, sexual orientation or veteran status. BART is connected to many offices and resources at OSU and contacts the relevant office if a bias incident needs follow up. Please report any incident of bias or hate that you may experience to BART using its online reporting system at: <http://studentlife.osu.edu/bias/report-a-bias-incident.aspx>.

Methods of Instruction

This on-line course is delivered asynchronously (which means to cover materials on your own, not on-line together at the same time) and on a schedule (which means you cannot do it all at once). This course involves content presented in assigned readings, on-line lectures, web-based learning resources (including videos and interactive activities), individualized and self-directed study, active and interactive assignments, and on-line discussions, as well as multiple forms of evaluation and feedback from peers and instructor.

Because this course is delivered through distance education (DE) in a web-based environment, each student should review the “Start Here” area contents before beginning coursework! This “Getting Started” content

addresses a number of topics, introduces your instructor, and is geared towards making this an enjoyable and successful experience for each of you.

Course Expectations

Successful students in this course complete all readings, learning activities, and assignments in an engaged and timely manner—poor engagement with the material and poor timing contribute to poor performance (for example, trying to complete all of the reading and assigned learning activities at once during the last hours). Assuming control over the pace of your learning activities in a self-paced on-line environment involves taking personal responsibility for your learning. Furthermore, *your peers and instructor are expecting you to invest as much in the learning community as they are investing in your learning.*

The final course grade will be based on timely completion of each activity or assignment that is part of the assessment package (“*instructor evaluated activities*”). Some learning activities and assignments provide a context and process for learning, thus are not graded; others are being evaluated (graded). The assignment details files describe how to successfully complete each assignment, and the grading rubrics are presented, as well. ***Unless otherwise noted, all assignments are expected to be the solo work of the individual turning in the assigned work. Working together on individual assignments is considered to be academic misconduct, and will be treated as such. Work that is significantly copied from original sources (including the internet), other students’ work (past or present), or from your own work (past or present) in other classes is considered plagiarism/academic misconduct (including self-plagiarism) and will be treated as such.***

College “ Attendance” Policy

Students in the College of Social Work are expected to “attend” all classes during their social work studies. “Attendance” in your courses is an essential part of your social work education and professional development. Any absence deprives you of the opportunity to interact with your instructor and fellow students and interferes with your ability fully acquire the knowledge and skills required for successful social work practice. Although students may occasionally need to miss class due to illness or other important matters, missing more than 25% of the class contact hours in a semester significantly detracts from your ability to master the course content. Instructors often deduct points for absences and if you must miss more than 25% of the class time during a semester you may be required to withdraw from the course and return to your studies when you are able to fully participate in your coursework. Please note that instructors may have additional or more stringent attendance requirements depending on the nature of the course. More information about the attendance policies, conditions for seeking an Incomplete (I) in a course, and options for withdrawing from courses are located [here](http://csw.osu.edu/degrees-programs/important-deadlines/). (<http://csw.osu.edu/degrees-programs/important-deadlines/>)

Specific Course Requirements and Assignments

Details about each assignment, along with tips for successfully completing each assignment are presented in a set of files located in links through the “Start Here” section, step 8 on our course home page. NOTE: *Multiple “Pick Your Project” options are available. You will be responsible for completing only one option during the semester, meeting either the first deadline (“A”) or the second deadline (“B”). The table below identifies which options are eligible for the “A” deadline and which are eligible for the “B” deadline. Again, you will complete only one of the Pick Your Project options this semester.*

Assignment Title	Grade %	Competencies/ Objectives
1. Introduction Survey	1%	<i>course objective a</i>
2. Miniquizzes demonstrating ability to apply readings and other learning activities	40% (best 4 of 5; 10% each)	<i>Competencies 4, 6, 7 & 8 ; course objectives c, d, e, f, & g</i>

3. Participation in assigned graded discussion activities demonstrating ability to apply readings and other learning activities	24% (best 8 out of 9 graded, 3% each)	Competencies 1, 4, 6, 7 & 8; course objective a, b, c, d, e & g
4. Pick Your Project A <u>or</u> B demonstrating ability to apply readings and other learning activities NOTE: COMPLETE ONE OF THESE!!! ↗ Expectancies & Cravings Report (A or B), ↗ Literature Critique (A or B), ↗ Self-Change Report (A or B), ↗ PowerPoint Lecture Recording (A only), ↗ Foo Foo Dust Analysis (B only), ↗ Co-Occurring Problems Report (B only) ↗ Policy Debate Recording (B only)	25%	Competencies 1, 4, 6, 7 & 8; course objective b, c, d, e, f & g (depending on which topic is selected)
5. Final Integrative Quiz demonstrating ability to apply readings and other learning activities	10%	Competencies 4, 6, 7 & 8; course objectives c, d, e, f, & g
TOTAL	100%	

The course grading scale follows the OSU standard grading scheme:

A = 93-100%	B+ = 87-89%	C+ = 77-79%	D+ = 67-69%
A- = 90-92%	B = 83-86%	C = 73-76%	D = 60-66%
	B- = 80-82%	C- = 70-72%	E = 0-59%

Required Texts and Reading Sources

There are no required texts to purchase or rent for this course. Required readings are presented through your free online coursebook. Optional readings are presented with access links in a separate course module at the end of the Modules list. Assigned reading materials in each Module Coursebook may be reviewed interactively (online) or downloaded for offline review; interactive reading activities require online, interactive web access, but may be downloaded for non- interactive offline review.

Course Schedule

NOTE: Unless otherwise noted, **each Module begins at 12:01 am Thursday and ends at 11:59pm on Wednesday**. When something is due at the end of a Module, it is **due by 11:59pm Wednesday**. New content becomes available at 12:01am on Thursdays and remains open and available through the remainder of the semester.

Date Topics, Learning Activities, and Assignments

Module 1 Topic: Introduction & Overview of Theories & Biological Basis of Addiction

8/24/17-8/30/17

Required Readings:

- Module 1 online coursebook. Chapters 1-3, Introduction & Background for Theories & Biological Basis of Addiction: Psychoactive Substances, Who (Mis)Uses These Substances, A Brief History of Substance Use and U.S. Policy Responses.
- Module 1 online coursebook. Chapter 4, Begun (2016), Considering the language that we use: Well worth the effort. *Journal of Social Work Practice in the Addictions*, 16(3), 332-33.

- Module 1 online coursebook. Chapter 5, Summary
- Module 1 online coursebook. Key Terms.

Learning Assignments & Activities:

- Review the course syllabus and each of the assignment details files
- Use the Discussion board in Carmen to introduce yourself through your avatar accessed via the Discussions tab in the course navigation system
- View lecture contents for Module 1 (coursework)
- Complete assigned readings for Module 1

Self-Evaluation Activities:

- A non-graded “Practice Quiz” is located in the Quizzes menu of our Carmen course (to test out the quiz system and learn how our course’s quiz questions are constructed before getting into a quiz that counts).
- Complete the interactive reading activities embedded in your online coursebook

Instructor Evaluated Activities (Graded):

- The “introductory survey” is the source of your first graded assignment in this class (1%). It is a “pass/fail” grade, **due before Week 1 or as early as possible during week 1.**

Module 2 Topic: Introduction to Theories of Substance Misuse & Addiction

8/31/17-9/6/17

Required Readings:

- Module 2 of the online coursebook. Chapters 1-4, Introducing Theories of Addiction: Substance Use & Misuse versus Substance Use Disorders, Diagnosing Substance Use Disorders, Epidemiology of Substance Use Disorders, & Classifying Theories.
- Module 2 of the online coursebook. Chapter 5, 2014 National Institute on Drug Abuse (NIDA) publication called *Drugs, Brains, and Behavior: The Science of Addiction*, pages 1-10 & 25-28.
- Module 2 of the online coursebook. Chapter 6, Summary
- Module 2 of the online coursebook. Key Terms.

Learning Assignments & Activities:

- View the slideshow called “Meet Uncle Pete” (coursework)
- View the lecture contents for Module 2 (coursework)
- Complete the assigned readings for Module 2

Self-Evaluation Activities:

- Complete the interactive reading activities embedded in your online coursebook

Instructor Evaluated Activities (Graded):

- Discussion for Uncle Pete: Salad Dressing Addiction accessed via the Discussions tab in the course menu (**Due by end of Module 2 at 11:59 PM Wednesday, 9/6/17**)
- Mini-quiz #1 Modules 1 & 2 content, **due before 11:59 PM Wednesday, 9/6/17**

Module 3 & 4 Topic: Introduction to Biological Models of Addiction

9/7/17-9/20/17

Tip: Do not wait until the middle or end of this double period to start Module 3 & 4 content; there is a lot of challenging content to fit in!

Required Readings:

- Module 3 & 4 online coursebook. Chapter 1, Introduction to Biological Theories.
- Module 3 & 4 online coursebook. Chapter 2, Brain and Behavior from 2014 National Institute on Drug Abuse (NIDA) publication called *Drugs, Brains, and Behavior: The Science of Addiction*, pp. 15-24.
- Module 3 & 4 online coursebook. Chapter 3, Biology of Addiction. Begun, A., & Brown, S. (2014). Neurobiology of substance use disorders and implications for treatment, (p. 39-66). In S.L.A. Straussner (Ed.), *Clinical work with substance abusing clients, 3rd edition*. NY: Guilford Press.
- Module 3 & 4 online coursebook. Chapter 4: More about Neurotransmitters and How Neurons Communicate,
- Module 3 & 4 online coursebook. Key Terms.

Learning Assignments & Activities:

- View the lecture content for Modules 3 & 4 (coursework)
- Complete assigned readings for Module 3 & 4
- View additional videos assigned for Module 3 & 4 (coursework)

Self-Evaluation Activities:

- Complete the fill-in-the-blanks worksheet on our *Alcohol and the Brain* recorded lecture presented by David Sack (coursework)
- Complete the interactive reading activities embedded in your online coursebook

Instructor Evaluated Activities (Graded):

- Mini-quiz #2 on Module 3 & 4 content (**Due by end of Module 3 & 4, before 11:59 PM Wednesday, 9/20/17**, accessed through quizzes tab in course navigation.

Module 5 Topic: Introduction to Psychological Models of Addiction

9/21/17-9/27/17

Required Readings:

- Module 5 online coursebook. Chapter 1, Introduction to Psychological Theories.
- Module 5 online coursebook. Chapter 2, More about Psychological Models of Addiction from Cavaola, A.A. (2009). Psychological models of addiction. In G.L. Fisher & N.A. Roget, (Eds.), *Encyclopedia of substance abuse prevention, treatment, & recovery, volume 2*, (pp. 720-723). Thousand Oaks, CA: Sage.
- Module 5 online coursebook. Chapter 3, Gould, T.J. (2010). Addiction and cognition. *Addiction Science & Clinical Practice*, 5(2), 4-16.

<http://www.drugabuse.gov/publications/addiction-science-clinical-practice/volume-5-number-2>, first article.

- Module 5 online coursebook. Chapter 4, Implications of Cognition and Learning Theories for Intervention from Granillo, M.T., Perron, B.E., Jarman, C., & Gutowski, S.M. (2013). Cognitive behavioral therapy with substance use disorders: Theory, evidence, and practice. In M.G. Vaughn & B.E. Perron, (Eds.), *Social work practice in the addictions*, pp. 101-110 (out of 110-117). NY: Springer.

- Module 5 online coursebook. Chapter 5, about expectancies theory from Reich, R.R. & Goldman, M.S. (2012). Drinking in college students and their age peers: The role of anticipatory processes (chapter 5). In H.R. White & D.L. Rabiner, (Eds), *College drinking and drug use*, (pp. 105-120). NY: Guilford Press.
- Module 5 online coursebook. Chapter 6, Summary.
- Module 5 online coursebook. Key Terms.

Learning Assignments & Activities:

- View the lecture contents for Module 5 (coursework)
- Complete the assigned readings for Module 5
- View the videos assigned for Module 5 (coursework)

Self-Evaluation Activities:

- Complete the Learning Theory worksheet
- Complete the interactive reading activities embedded in your online coursebook

Instructor Evaluated Activities (Graded):

- Participation in the discussion concerning “Angela” or “Ryan” (due before **11:59 PM on Wednesday 9/27/17**), accessed via the Discussions tab in the course menu.

Module 6 Topic: Introduction to Social/Socio-Cultural Models of Addiction

9/28/17-10/4/17

Required Readings:

- Module 6 online coursebook. Chapter 1, Social Context and Physical Environment.
- Module 6 online coursebook. Chapter 2, Social Contexts. Moos, R. (2006). Social contexts and substance use. In W.R. Miller & K.M. Carroll, (Eds.), *Rethinking substance abuse: What the science shows and what we should do about it*, (pp.182- 200).
- Module 6 online coursebook. Chapter 3, Family Systems. McCrady, B.S. (2006). Family and other close relationships. In W.R. Miller & K.M. Carroll, (Eds.), *Rethinking substance abuse: What the science shows and what we should do about it*, (pp. 166-181).
- Module 6 online coursebook. Chapter 4, Applying Content About Family. Kosovski, J.R., & Smith, D.C. (2011). Everybody hurts: Addiction, drama and the family in the reality television show *Intervention. Substance Use & Misuse*, 46(7), 852-858.
- Module 6 online coursebook. Chapter 5, Summary.
- Module 6 online coursebook. Key terms.

Learning Assignments & Activities:

- View the lecture contents for Module 6 in the Coursework area of the module
- Complete assigned readings for Module 6

Self-Evaluation Activities:

- Complete the interactive reading activities embedded in your online coursebook

Instructor Evaluated Activities (Graded):

- Participate in the class discussion (on-line) regarding the television show *Intervention* (Due before **11:59 PM Wednesday, 10/4/17**).

- *NOTE: No other assignments for grading are due but you should be moving along on your Pick Your Project A assignment coming due soon (unless you plan to do Pick Your Project B instead.)*

Module 7 Topic: Etiology and Vulnerability/Risk/Resilience/Protective Factors

10/5/17-10/11/17

Required Readings:

- Module 7 online coursebook. Chapter 1, SAMHSA Center for the Application of Prevention Technologies Fact Sheet about prevention (pp. 1-11).
- Module 7 online coursebook. Chapter 2, McNeece, C. & Madsen, M.D. (2012). Preventing alcohol and drug problems. In C. A. McNeece & D. M. DiNitto, (Eds.), *Chemical dependency: A systems approach*, (pp. 171-199). Boston: Pearson.
- Module 7 online book. Chapter 3, on the transtheoretical model of behavior change and the stages of change from Velasquez, M.M., Crouch, C., Stephens, N.S., & DiClemente, C.C. (2016). *Group treatment for substance abuse: A stages-of-change therapy manual, second edition*, (pp. 9-36). NY: Guilford Press.
- Module 7 online book. Chapter 4, Summary.
- Module 7 online book. Key terms.

Learning Assignments & Activities:

- View the lecture contents for Module 7 in the Coursework area of the module
- Complete assigned readings for Module 7

Self-Evaluation Activities:

- Complete the interactive reading activities embedded in your online coursebook

Instructor Evaluated Activities (Graded):

- Participate in "Burning Questions" discussion, **due before 11:59 PM Wednesday, 10/11/17.**
- Mini-quiz #3 on Modules 5, 6, 7 content **due before 11:59 PM Wednesday, 10/11/17.**

- *NOTE: No additional assignments for grading are due but you should be moving along on your Pick Your Project A assignment due very soon (unless you plan to do Pick Your Project B instead).*

Module 8 Topic: Focus on Alcohol

10/12/17-10/18/17

Required Readings:

- Module 8 online coursebook. Chapter 1, Setting the Stage, authored content and content from Doweiko, H.E. (2009). *Concepts of chemical dependency, seventh edition*, (pp. 60-88). Belmont, CA: Brooks/Cole, Cengage Learning.
- Module 8 online coursebook. Chapter 2, Alcohol Initiation Before and During Adolescence, authored content and content from Patrick, M.E., & Schulenberg, J.E. (2013). Prevalence and predictors of adolescent alcohol use and binge drinking in the United States. *Alcohol Research: Current Reviews*, 35(2), 193-200.
- Module 8 online coursebook. Chapter 3, The Role of Social Media (Twitter) from Cavazos-Rehg, P.A., Krauss, M.J., Sowles, S.J., & Bierut, L.J. (2015). "Hey everyone, I'm drunk." An evaluation of drinking-related twitter chatter. *Journal of Studies on Alcohol and Drugs*, 76(4), 635-643.
- Module 8 online coursebook. Chapter 4, The Role of Drinking Context, authored content and content from

Testa, M., & Cleveland, M.J. (2017). Does alcohol contribute to college men's sexual assault perpetration? Between- and within- person effects over five semesters. *Journal of Studies on Alcohol and Drugs*, 78(1), 5-13.

- Module 8 online coursebook. Chapter 5, Summary.
- Module 8 online coursebook. Key terms.

Learning Assignments & Activities:

- View the lecture contents for Module 8 in the Coursework area of the module, **and** the "measurement" side trip lecture slides
- Complete assigned readings for Module 8
- Optional: Engage in the "Drinking Songs" discussion (ungraded, just for fun)

Self-Evaluation Activities:

- Complete the interactive reading activities embedded in your online coursebook

Instructor Evaluated Activities (Graded):

- Participate in "Drinking Age Legislation" discussion, due before **11:59 PM Wednesday, 10/11/17**
- Pick Your Project A Assignments **due before 11:59 PM Wednesday, 10/11/17** (which you can ignore if you plan to do a Pick Your Project B Assignment instead)

NOTE: FALL BREAK IS OCTOBER 12-13, 2017

Module 9 Topic: Focus on Sedative-Hypnotics/CNS Depressants

10/19/17-10/25/17

Required Readings:

- Module 9 online coursebook. Chapter 1, Introducing Sedative/Hypnotics and CNS Depressants, content from Dupont, R.L., & Dupont, C.M. (2005). Sedatives/hypnotics and benzodiazepines. In R.J. Frances, S.I. Miller, & A.H. Mack,

(Eds.), *Clinical textbook of addictive disorders, third edition*, (pp. 219-242). NY: Guilford Press.

- Module 9 online coursebook. Chapter 2, Club Drugs content from NIDA DrugFacts series (2014).
- Module 9 online coursebook. Chapter 3, More about Sedative/Hypnotic and CNS Depressant Drugs, author created content.
- Module 9 online coursebook. Chapter 4, Summary.
- Module 9 online coursebook. Key terms

Learning Assignments & Activities:

- View the lecture contents for Module 9 in the Coursework area of the module
- Complete assigned readings for Module 9

Self-Evaluation Activities:

- Complete the interactive reading activities embedded in your online coursebook

Instructor Evaluated Activities (Graded):

- Participate in Uncle Pete's "pain medication dilemma" discussion (Due by **11:59 pm on Wednesday, 10/25/17**)

Module 10 Topic: Focus on Stimulants (including tobacco, caffeine, cocaine)

10/26/17-11/1/17

Required Readings:

- Module 10 online coursebook. Chapter 1, Introduction to Stimulant Substances.
- Module 10 online coursebook. Chapter 2, Cocaine. Content from NIDA (2016) Cocaine.
- Module 10 online coursebook. Chapter 3, Methamphetamine. Content from NIDA (2013) Research Report Series, Methamphetamine
- Module 10 online coursebook. Chapter 4, Tobacco and Nicotine. Content from

(NIDA, 2016) Nicotine and from (NIDA, 2017), e-cigarettes.

- Module 10 online coursebook. Chapter 5, Caffeine.
- Module 10 online coursebook. Chapter 6, Energy Drinks and Alcohol. Content from Roemer, A., & Stockwell, R. (2017). Alcohol mixed with energy drinks and risk of injury: A systematic review. *Journal of Studies on Alcohol and Drugs*, 78(2), 175- 183.
- Module 10 online coursebook. Chapter 7, Summary
- Module 10 online coursebook. Key Terms.

Learning Assignments & Activities:

- View the lecture contents for Module 10 in the Coursework area of the module
- Complete assigned readings for Module k 10
- View the 2 short videos assigned for Module 10

Self-Learning & Self-Evaluation Activities:

- Complete the interactive reading activities embedded in your online coursebook

Instructor Evaluated Activities (Graded):

- Mini-quiz #4 on Modules 8, 9 & 10 content **due before 11:59PM Wednesday 11/1/17**

Module 11 Topic: Focus on Opiates/Opioids/Narcotics

11/2/17-11/8/17

Readings:

- Module 11 online coursebook. Chapter 1, The Opioid Epidemic, including the American Society of Addiction Medicine (ASAM) (2016). Opioid addiction: 2016 facts and figures and National Institute on Drug Abuse (NIDA). (2017). Opioid crisis. Retrieved from <https://www.drugabuse.gov/drugs-abuse/opioids/opioid-crisis>
- Module 11 online coursebook. Chapter 2, Introduction to Opioids, including National Institute on Drug Abuse (NIDA). (2016). Misuse of prescription drugs. Retrieved from <https://www.drugabuse.gov/publications/research-reports/misuse-prescription-drugs/summary>
- Module 11 online coursebook. Chapter 3, Heroin, including National Institute on Drug Abuse (NIDA). (2017). Heroin. Retrieved from https://d14rmgtrwzf5a.cloudfront.net/sites/default/files/drugfacts_heroin.pdf
- Module 11 online coursebook. Chapter 4, Neonatal Abstinence Syndrome (NAS), including March of Dimes (2017). Neonatal abstinence syndrome. Retrieved from [http://www.marchofdimes.org/complications/neonatal-abstinence-syndrome-\(nas\).aspx](http://www.marchofdimes.org/complications/neonatal-abstinence-syndrome-(nas).aspx)
- Module 11 online coursebook. Chapter 5, Alcohol versus Opioid Deaths, including Lopez (2016) story retrieved from <https://www.vox.com/policy-and-politics/2016/12/9/13898956/alcohol-deaths-2015>
- Module 11 online coursebook. Chapter 6, Summary.
- Module 11 online coursebook. Chapter 7, Key Terms.

Learning Assignments & Activities:

- View the lecture contents for Module 11 in the Coursework area of the module
- Complete assigned readings for Module 11
- View the 1 short video assigned for Module 11
- View the documentary film, *Foo Foo Dust*
- Participate in the *Foo Foo Dust* “debriefing” discussion (ungraded)

Self-Evaluation Activities:

- Complete the interactive reading activities embedded in your online coursebook

Instructor Evaluated Activities (Graded):

- Nothing due this week
- *Note: Pick Your Project B assignments will be due relatively soon, at the end of Module 14, unless you completed Pick Your Project A earlier instead!*

Module 12 Topic: Focus on Marijuana, Hallucinogens, Inhalants, Steroids

11/9/17-11/15/17

Readings:

- Module 12 online coursebook. Chapter 1, Introduction to Marijuana/Cannabis, including content from NIDA (2017) Marijuana report.
- Module 12 online coursebook. Chapter 2, Marijuana in the Community, including the article Freisthler, B., Ponicki, W.R., Gaidus, A., & Gruenewald, P.J. (2016). A micro-temporal geospatial analysis of medical marijuana dispensaries and crime in Long Beach, California. *Addiction*, 111, 1027-1035.
- Module 12 online coursebook. Chapter 3, Introducing Other Hallucinogens, including content from NIDA (2015) Hallucinogens and Dissociative Drugs Research Report.
- Module 12 online coursebook. Chapter 4, More Club Drugs, including content from NIDA (2016) MDMA (Ecstasy, Molly)
- Module 12 online coursebook. Chapter 5, Introducing Inhalants, including content from NIDA 2017 Drug Facts series, Inhalants.
- Module 12 online coursebook. Chapter 6, Introducing Anabolic Steroids, including content from NIDA (2016), Drug Facts about Anabolic Steroids.
- Module 12 online coursebook. Chapter 7, Summary.
- Module 12 online coursebook. Key Terms.

Learning Assignments & Activities:

- View the lecture contents for Module 12 in the Coursework area of the module
- Complete assigned readings for Module 12
- View the 2 assigned videos for Module 12

Self-Learning & Self-Evaluation Activities:

- Complete the interactive reading activities embedded in your online coursebook

Instructor Evaluated Activities (Graded):

- Participate in discussion activities: The Most Dangerous Drug (due before **11:59pm on Wednesday 11/15/17**)
- No additional assignments are due. *NOTE: Pick Your Project B assignments will be due soon, at the end of Module 14, unless you completed Pick Your Project A earlier instead!*

Module 13 Topic: Focus on OTC and Prescription Drug Abuse, Pharmacotherapy and Detox strategies 11/16/17-11/22/17

Required Readings:

- Module 13 online coursebook. Chapter 1, Prescription and Over-the-Counter drugs
- Module 13 online coursebook. Chapter 2, Pharmacotherapy, including content from Miller, Forcehimes, & Zweben. (2011). Pharmacological adjuncts, in *Treating addiction: A guide for professionals*. NY: Guilford.
- Module 13 online coursebook. Chapter 3, Detoxification and Stabilization. Including content from SAMHSA (2015). Detoxification and substance abuse treatment. Also, including the news article Andrews, T.M. (2017). Nelsan Ellis died of alcohol withdrawal. Family hopes his death will be a 'cautionary tale.' Washington Post, July 11. Retrieved from https://www.washingtonpost.com/news/morning-mix/wp/2017/07/11/nelsan-ellis-died-from-alcohol-withdrawal-family-hopes-his-death-will-be-a-cautionary-tale/?utm_term=.76c31439c6be
- Module 13 online coursebook. Chapter 4, Policy Considerations, including Humphreys, K., Malenka, R.C., Knutson, B., & MacCoun, R.J. (2017). Policy forum: Neuroscience and addiction—Brains, environments, and policy responses to addiction. *Science*, 356, 1237-1239.
- Module 13 online coursebook. Chapter 5, Summary.
- Module 13 online coursebook. Chapter 6, Key Terms.

Learning Assignments & Activities:

- View the lecture contents for Module 13 in the Coursework area of the module
- Complete assigned readings for Module 13
- View 2 assigned videos for Module 13

Self-Evaluation Activities:

- Complete the interactive reading activities embedded in your online coursebook

Instructor Evaluated Activities (Graded):

- Engage in the discussion regarding prescription drug overdose death of Shaggy (of *Scooby-Doo*), due before **11:59 PM Wednesday, 11/22/17**
- Mini-quiz #5 on Modules 11, 12 & 13 content **due before 11:59PM Wednesday 11/22/17**
- *NOTE: Pick Your Project B assignments will be due at the end of Module 14, unless you completed Pick Your Project A earlier instead!*

Module 14 Topic: Focus on Co-occurring Problems and Course Conclusions

11/23/17-12/6/17

NOTE: This period is longer than usual due to Thanksgiving Break!

NOTE: The University's official "last day of classes" is 12/6/17.

Required Readings:

- Module 14 online coursebook. Chapter 1, What are co-occurring problems? Including content from vanWormer, K., & Davis, D.R. (2013). Substance misuse with a co-occurring mental disorder or disability. In *Addiction treatment: A strengths perspective, third edition* (pp. 452-474). Belmont, CA: Brooks/Cole.
- Module 14 online coursebook. Chapter 2, Comorbidity with Addiction, including content from National Institute on Drug Abuse (NIDA). (2010). Comorbidity: Addiction and Other Mental Illness. Research Report Series. Retrieved from <https://d14rmgtrwzf5a.cloudfront.net/sites/default/files/rcomorbidity.pdf>
- Module 14 online coursebook. Chapter 3, More About Post-traumatic Stress Disorder (PTSD), including content from Miller, S.M., Pedersen, E.R., & Marshall, G.N. (2017). Combat experience and problem drinking in veterans: Exploring the role of PTSD, coping motives, and perceived stigma. *Addictive Behaviors*, 66, 90- 95.
- Module 14 online coursebook. Chapter 4, Summary.
- Module 14 online coursebook. Chapter 5, Key Terms.

Learning Assignments & Activities:

- View the lecture contents for Module 14 in the Coursework area of the module
- Complete assigned readings for Module 14
- Note that content from this module is included in the final, cumulative quiz

Self-Evaluation Activities:

- Complete the interactive reading activities embedded in your online coursebook

Instructor Evaluated Activities (Graded):

- Engage in our final discussion, “The Best Thing I Learned...” before **11:59 PM**

Wednesday, 12/6/17

- Pick Your Project Assignment B due by **11:59 PM Wednesday 12/6/17**, *unless you completed Pick Your Project A earlier in the semester instead*.

Final Exam period: Complete our cumulative final quiz, covering the entire semester contents and Module 14, anytime between **12:01am Thursday 12/7/17** when it will open, and **11:59am Wednesday 12/13/17** when it will close—note this is not our usual closing time of midnight, it is due at 11:59 am (before noon).

OSU – College of Social Work Semester Curriculum (Current Version)

Name: _____

The projection of courses is an example. Students can vary the course sequence, bearing in mind course prerequisites. All pre-major coursework (highlighted in grey) must be completed prior to beginning major coursework.

YEAR	AUTUMN	SPRING
1	SWK 1100 Social Work Survey 1	SWK 1140 Minority Perspectives 3
	SWK 1130 Intro to Social Work 3	SWK 1120 Intro to Social Welfare 3
	Writing Level 1 GE (English 1110) 3	Psychology 1100 3
	Sociology 1101 3	Literature GE 3
	Biology 1102 4	Logical Skills GE 3
	Math Placement L, M, N, R; or Math 1060 or 1075 0	
2	Physical Science GE with Lab 4	Open Option GE 3
	Free Electives 3	Historical Study GE 3
	Culture & Ideas GE 3	Biological Science GE with Lab 4
	Writing Level 2 GE 3	Visual/Performing Arts GE 3
	Open Option GE 3	Free Electives 3
3	SWK 3101 Prof Values & Ethics* 3	SWK 3201 Social & Economic Justice 3
	SWK 3301 Lifespan Development* 3	SWK 3402 Applying Evidence 3
	SWK 3401 Discovering Evidence 3	SWK 3502 Foundations of Gen Practice 3
	SWK 3501 Engagement & Interviewing 3	SWK 3503 Practice with Diverse Populations 3
	SWK Elective 3	SWK Elective 3
4	SWK 4501 Gen Practice w/Families 3	SWK 4503 Gen Practice w/Larger Systems 3
	SWK 4502 Gen Practice w/Groups 3	SWK 4188.01 Field Seminar 1
	SWK 4188.01 Field Seminar 1	SWK 4189 Field Placement 5
	SWK 4189 Field Placement 5	SWK Elective 3
	SWK Elective 3	SWK Elective 2

Courses printed above in **BOLD** are taught one semester per year, with the exception of SWK 3101 and 3301. These two courses are also offered online in the Summer.

General Education Courses (55): See Social Work approved list for GEs

<p>Writing and Related Skills (6)</p> <p>English 1110 3</p> <p>Writing Level 2 Course 3</p> <p>Social Sciences (12)</p> <p>Psychology 1100 3</p> <p>Sociology 1101 3</p> <p>Social Work 1120 3</p> <p>Social Work 1130 3</p> <p>Literature (3)</p> <p>_____ 3</p> <p>Visual/Performing Arts (3)</p> <p>_____ 3</p> <p>Cultures and Ideas (3)</p> <p>_____ 3</p> <p>Historical Study (3)</p> <p>_____ 3</p> <p>Open Options (6)</p> <p>_____ 3</p> <p>_____ 3</p>	<p>Natural Science (12)</p> <p>Biology 1102 4</p> <p>Biological Science w/lab 4</p> <p>Physical Science w/lab 4</p> <p>Quantitative/Logical Skills (3)</p> <p>Logical Skills GE 3</p> <p>Math Placement Level R or higher or Math 1060 or 1075 0</p> <p>Social Work Survey (1)</p> <p>Social Work 1100 1</p> <p>Social Diversity (1 course)</p> <p>Social Work 1140 3</p> <p>Global Studies (2 courses) (Plan to fulfill requirement while completing other GEC work)</p> <p>_____ ()</p> <p>_____ ()</p> <p>Data Analysis (In major: SWK 3401 & SWK 3402)</p>	<p>Social Work Electives (14 hrs)**</p> <p>_____ ()</p> <p>_____ ()</p> <p>_____ ()</p> <p>_____ ()</p> <p>_____ ()</p> <p>_____ ()</p> <p>_____ ()</p> <p>Free Electives (6 hrs)</p> <p>_____ ()</p> <p>_____ ()</p> <p>Gen Education Courses 55</p> <p>SWK Major Courses 45</p> <p>SWK Elective Courses 14</p> <p>Free Elective Courses 6</p> <p>Total Hours 120</p>
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*SWK 3101 and 3301 are also offered online in the Summer.

**Students must choose Social Work electives from the list of approved electives available in the SWK advising office.

***Admission to the Social Work major is by application only and is competitive. See the SWK advising office for application details.

OSU College of Social Work Semester Curriculum 2018 (Revised)

Name: _____

This projection of courses is an example. Students can vary the course sequence, bearing in mind course prerequisites. All pre-major coursework (*) must be completed prior to beginning major coursework.

YEAR	AUTUMN	SPRING
1	SWK 1100 Social Work Survey* 1__	SWK 1140 Minority Perspectives* 3__
	SWK 1130 Intro to Social Work* 3__	SWK 1120 Intro to Social Welfare* 3__
	English 1110* 3__	Psychology 1100* 3__
	Sociology 1101* 3__	Literature GE 3__
	Biology 1102* 4__	Logical Skills GE 3__
	Math Level R or higher or Math 1060 or 1075* 0__	
2	Physical Science GE with Lab 4__	Open Option GE 3__
	Free Electives 3__	Historical Study GE 3__
	Culture & Ideas GE 3__	Biological Science GE with Lab 4__
	Writing Level 2 GE 3__	Visual/Performing Arts GE 3__
	Open Option GE 3__	SWK 3301 Lifespan Development* 3__
3	SWK 3101 Prof Values & Ethics 3__	SWK 3201 Social & Economic Justice 3__
	SWK 3401 Discovering Evidence 3__	SWK 3402 Applying Evidence 3__
	SWK 3501 Engagement & Interviewing 3__	SWK 3502 Foundations of Gen Practice 3__
	SWK Special Topics Course** 3__	SWK 3503 Practice with Diverse Populations 3__
	SWK Elective 3__	SWK Elective 3__
4	SWK 4501 Gen Practice w/Families 3__	SWK 4503 Gen Practice w/Larger Systems 3__
	SWK 4502 Gen Practice w/Groups 3__	SWK 4188 Field Seminar 1__
	SWK 4188 Field Seminar 1__	SWK 4189 Field Placement 5__
	SWK 4189 Field Placement 5__	SWK Elective 3__
	SWK Elective 3__	SWK Elective 2__

Courses printed above in **BOLD** are taught one semester per year (Exception: SWK 3101 is also offered in the Summer Term).

General Education and Social Work Prerequisite Courses (58 hrs): See Social Work approved list for GEs

Writing and Related Skills (6)	Natural Science (12)	Social Work Electives (14)
<u>English 1110</u> 3__	<u>Biology 1102</u> 4__	_____ ()__
<u>Writing Level 2 Course</u> 3__	<u>Biological Science w/lab</u> 4__	_____ ()__
	<u>Physical Science w/lab</u> 4__	_____ ()__
Social Sciences (12)		_____ ()__
<u>Psychology 1100</u> 3__	Quantitative/Logical Skills (3)	_____ ()__
<u>Sociology 1101</u> 3__	<u>Logic al Skills GE</u> 3__	_____ ()__
<u>Social Work 1120</u> 3__	<u>Math Placement Level R or</u>	
<u>Social Work 1130</u> 3__	<u>higher or Math 1060 or 1075</u> 0__	
Literature (3)	Social Work Survey (1)	Free Electives (3)
_____ 3__	<u>Social Work 1100</u> 1__	_____ ()__
Visual/Performing Arts (3)	Social Diversity (3)	General Education &
_____ 3__	<u>Social Work 1140</u> 3__	SWK Prerequisite Courses: 58
		SWK Major Courses: 42
		SWK Elective Courses: 14
		SWK Special Topics Course: 3

Admission to the Social Work major is by application only and is competitive. See the advising office for application details