



THE UNIVERSITY OF TEXAS AT EL PASO
DEPARTMENT OF SOCIAL WORK

Master of Social Work Program
SOWK 5315-01
SOWK 5315-02
Clinical Assessment On-Line Course Hybrid
CRN: 13504 8:00a.m. 10:50 a.m.
CRN: 16978 6:00p.m.-8:50 p.m.

Instructor: Irene Arlette Werthmann, LCSW-S

Phone: (915) 747 -8382

Mobile: (214) 335-5022

Office Hours: Wednesday 9:00 a.m. -1:00 p.m., by appointment

Or can schedule a zoom appointment on Mondays 9:00a.m. to 1:00 p.m.

Term: Fall 2020

Email: iwerthmann@utep.edu

Virtual Meeting Time: 5315-01 Tuesdays 8:00 a.m. -10:50 a.m. (will meet via zoom for some or all of the class time)

5315-02 Tuesdays 5315-02 6:00 p.m. -8:50 p.m. (will meet via zoom for some or all of the class time)

I. COURSE DESCRIPTION

An introduction to competency-based assessment of psychological disorders, substance abuse disorders, the ecological perspective on mental health and the bio-psychosocial framework for assessment and intervention.

II. COURSE COMPETENCIES

Upon completion of this course students will demonstrate:

- 1) The ability to apply ethical decision making skills to social work practice with multicultural, bi-national populations and client systems (EPAS 2.1.2)
- 2) The ability to conduct a bio-psychosocial-spiritual assessment with emphasis on issues relevant to the U.S.-Mexico border region (EPAS 2.1.3; EPAS 2.1.6; EPAS 2.1.10(b))
- 3) The ability to critically evaluate, select and implement appropriate practice tools for use with populations of the U.S.-Mexico border region (EPAS 2.1.3; EPAS 2.1.10(c))
- 4) The ability to communicate effectively with diverse populations and with multi- or interdisciplinary colleagues within the U.S.-Mexico border region (EPAS 2.1.3)
- 5) The ability to evaluate, select and implement culturally appropriate assessment tools for all client systems in the U.S.-Mexico border regions (EPAS 2.1.4; EPAS 2.1.10(b))

III. REQUIRED TEXTBOOKS/VIDEOS/OBSERVATIONS

Empowerment Series: Psychopathology: A Competency-based Assessment Model for Social Workers (2015) by Susan W. Gray; 4th Edition. Cengage, Boston MA. ISBN-10: 1-305-10193-6; ISBN-13: 978-1-305-10193-7

Clinical Assessment Workbook: Balancing Strengths and Differential Diagnosis , 2nd Edition (2014) by Elizabeth Pomeroy. Cengage, Boston MA. ISBN-10: 1-285-74888-3; ISBN-13: 978-1-285-74888-7

American Psychiatric Association (2013), *Diagnostic and Statistical Manual of Mental Disorders DSM 5*. Fifth Edition (Paperback) Washington D.C: American Psychiatric Association.

<http://dsm.psychiatryonline.org/book.aspx?bookid=556>

Additional handouts/readings/videos will also be provided.

TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard learning management system and Zoom at regularly scheduled zoom time.. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. We will be meeting at our regularly scheduled class time via Zoom. You will be expected to contribute to discussion, participate in group activities and therapeutic simulations. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

Course Communication: How we will stay in contact with each other

Because this is an online class, we won't see each other in the ways you may be accustomed to: during class time, small group meetings, and office hours. However, there are a number of ways we can keep the communication channels open:

- **Zoom Class Time:** We will be meeting via zoom during scheduled class time. Please be on time for the virtual class. Zoom link will be reoccurring for each class. Please let the instructor know when or if you will not be able to attend class.

- **Office Hours:** I have arranged to have office hours on campus as well as virtual hours for your questions and comments about the course. My office hours will be held on Zoom using this link: [insert link] and during the following times:
Tuesdays: 9:00 a.m. -1: 00 p.m. a.m. Mountain Time by scheduling a meeting time with the instructor prior to the Tuesday you wish to meet.

My office hours will be held on campus at the HSSN BLDG rm. 431 during the following times:

Wednesdays: 9:00 a.m. -1: 00 p.m . Mountain Time by scheduling a meeting time with the instructor by the Monday before each Wednesday so that the student can be mailed the safety guidelines they are to follow if they choose to meet with the professor on campus and register to be on campus. Students are to bring a signed copy of the safety guidelines by signing this document you are confirming that you have read, understood and agree to comply with the guidelines while on campus. A new form must be brought and signed for each meeting.

- **Email:** UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.
- **Discussion Board:** If you have a question that you believe other students may also have, please post it in the Help Board of the discussion boards inside of Blackboard. Please respond to other students' questions if you have a helpful response.
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

IV. COURSE ASSIGNMENTS and GRADING

Attendance, Participation & Skill Building- 100 Points

Class attendance via virtual program and participation are worth 10 %. Both are extremely important in the course because it stresses the acquisition of skills. **Regular class attendance with active participation is expected.** When students participate actively in class discussions, learning is enhanced. It is the student's responsibility, whether present or absent, to keep abreast of assignments. Class attendance is **NOT** optional. An attendance roster will be passed out at the beginning of each class session. Students are responsible for signing in. **Points will be lost for unexcused absences, late arrivals, and early departures, and to a lesser degree, excused absences (you may call, email or talk with me ahead of class to be missed for an excused absence).** A student will be dropped from the course for continuous absenteeism. Skill building assignments/exercises/case studies will also be scheduled throughout the semester to provide opportunities for students to demonstrate understanding and application of assessment and intervention skills. More detailed information about these assignments will be provided in class.

Quizzes 100 Points

Each student will complete the quiz available on blackboard from the Monday one week prior to the time due and remain open until 11:59 the Monday prior to the date quiz is due. The quiz is based on the content of the chapter we will be reviewing. This will support your learning and preparation for class. ***Deadline for quizzes will NOT BE EXTENDED. Failure to complete a quiz timely will result in a 0 being given for that quiz. Suggestion : It is in your best interest if the quiz is done at least 24 hours prior to the class.***

Assessments, tools and clinical exercises – 150 Points (to be reviewed during class time)

Utilizing the competence based assessment model, students will be required to complete assessments to gauge current assessment skills, case formulation, and cultural competency skills. Handouts with assessments and specifications will be provided in class throughout the semester.

Disorder specific Intervention and Presentation- 350 points

Students will be assigned a specific disorder on the second class session and will present in class and create a resource brochure that contains the following information:

- The DSM 5 Criteria
- A review of intervention models that can be utilized to effectively bring about change and solutions.
- One evidenced-based intervention in detail a
- Two other interventions that can assist a client with the specified disorder
- Emergency Considerations
- Cultural Considerations
- Social Support Systems
- Differential Diagnosis Considerations
- Pharmacology: Most commonly used medications and side effects
- One citation per area

A brochure outlining the required parts for this assignment will be sent to the Professor (via e-mail) before their class presentations. Present a case from the work book and address and answer all questions. The percent will be distributed as follows:

Presentation— 120 points

Brochure —130 points

Resource Table – 100 points

Final: Presentation, Interview and Paper- 300 points

Part 1: Presentation—Students will be provided a chosen DVD title to view on their own and develop a clinical case study. The student will then present via zoom recording a staffing of their case study with supporting evidence utilizing descriptive writings from scenes and quotes from characters from the DVD assigned leading to an overall diagnostic impression(s). **(100 points)**

Part 2: Interview--Students will interview and conduct an **initial clinical assessment** on the client assigned to assess from the movie via zoom meetings. Students will be observed and receive feedback on their interviewing skills from their fellow classmates (**100 points**)

Part 3: Clinical Write-up--Based on the above case study (DVD), students (individually) will provide a written version of the initial clinical assessment, treatment plan, and safety plan. The paper will also include treatment recommendations about the types of interventions one would use to assist the identified client in the case study. Students need to identify one evidenced based intervention model used to treat their client's disorder as well as a complimentary or alternative approach they would use to address the clients reported symptoms. The paper needs to not only address the types of intervention strategies one would use, but also include information about how you would provide psycho-education about their diagnosis and treatment options based on their diagnosis during the second session of their therapy treatment. Diagnosis should be identifies by ICD 9 and 10 coding and DSM Diagnosis. (**100**)

All assignments, case studies, exams will be based on the required readings, DVD's, lectures and discussions, chapters and any additional handouts assigned during the course and outlined in this syllabus.

GRADING

Grading is based on the following scale:

90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

Syllabus Changes: The instructor reserves the right to make changes to the syllabus at any point during the semester.

V.CLASS POLICIES

Email/Blackboard

Students are expected to check their emails regularly for class updates, copies of handouts, and other communication. Blackboard will be utilized quizzes, announcements and discussion board (if necessary) all other assignments will be turned in via iwerthmann@utep.edu.

NETIQUETTE

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Late assignments: Any assignment that is not turned at the beginning of the class period on the day it is due will be considered late. The only exception will be a verified & professionally documented situation, for example, a death in the family, severe illness.

Major Writing Assignments

- Major writing assignments will be due on the date outlined in Course outline by 11:59 p.m. on the date of class). No late work will be accepted if the reason is not defined by the exception stated in the first paragraph under late assignments.

Quiz and Blog/Discussion Assignments

- All quiz, blog, and discussion board assignments will be due on Mondays at midnight (11:59 PM) prior to class. No late work will be accepted if the reason is not defined by the exception stated in the first paragraph under late assignments.

MAKE-UP WORK

Make-up work will be given *only* in the case of a *documented* emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if at all possible—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

Attendance and the Drop Deadline: Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participating in engaging discussion with your peers on the discussion boards (grading rubric provided in the “grading information” area of each forum)
- Participating in scheduled Blackboard Collaborate sessions
- Other activities as indicated in the weekly modules

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

Students who miss more than **Three** classes maybe dropped from the class the decision will be made on an individual bases. Extenuating circumstances may be taken into consideration at the instructor's discretion. Documentation should be offered and provided if requested for the absence to be considered excused (e.g., doctor's note, letter from your employer, etc.) within a reasonable time frame.

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the [Registrar's Office](#) to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

Students wishing to drop a course and receive a grade of W must do so prior to the Drop Deadline, October 30, 2020. Dropping a course after that time will result in an automatic grade of F.

Confidentiality: Information shared in class about agencies and clients is considered to be covered by the NASW Code of Ethics regarding the sharing of information for supervisory purposes. Agencies are aware that information is shared in class for this purpose. However, discussion outside of class with individuals not in this class or with other class members in settings where you cannot assure that no one else may overhear the conversation is considered a breach of confidentiality and will result in recommendation against remaining in the social work program.

Cell Phones, Computer/Laptop, and Other Electronic Device Use: Due to their disruptive nature and in the respect for your fellow students please set your cell phones and all other electronic devices on silent. If it is necessary to take an emergency phone call, please mute your zoom microphone. Cell phones and all other electronic devices must be turned off during exams. Students are required to keep their video on unless otherwise instructed. If you need to leave class to take care of a matter please leave video on so I can determine participation accurately.

Students may use laptops and handheld computers in class for class-related purposes only. To engage in other types of computer use and/or electronics use (e.g., accepting or making phone calls, texting, surfing the net, etc.) is unprofessional and disruptive to the course. Thus, students who violate this policy may be asked to leave the virtual meeting.

Professional Conduct in Class: Students are expected to act like professionals during all virtual meetings. This means arriving on time, being prepared to participate in the class discussion, and showing respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment students will be exposed to diverse ideas and opinions, and sometime will not agree with the ideas expressed by others. However, you will be expected to engage one another with respect and professionalism. **Personal Attacks will not be tolerated.**

INCOMPLETE GRADE POLICY

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the [CASS portal](#).

COVID-19 Accommodations

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations.

(classes with on-campus meetings) Students who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk may contact [Center for Accommodations and Support Services](#) (CASS) to discuss temporary accommodations for on-campus courses and activities.

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

CLASS RECORDINGS

The use of recordings will enable you to have access to class lectures, group discussions, and so on in the event you miss a synchronous or in-person class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class

session. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

TEST PROCTORING SOFTWARE

Two course assessments (the midterm and final exams) will make use of Respondus Lock Down Browser and Respondus Monitor inside of Blackboard to promote academic integrity. You are encouraged to learn more about how to use these programs prior to the first test.

Please review the following guidelines:

- The assessments will only be available at the times identified on the course calendar.
- You may take the test at any time during the 24-hour window.
- A reliable Internet connection is essential to completing the exam. If you must go to a location to take the exam (such as the library), be sure to follow their health and safety requirements.
- You have 2 attempts to take the test. Once the window closes, your answers will be saved, and no changes can be made. The higher score will be recorded.
- Respondus Lockdown Browser will require that all internet tabs are closed prior to the start of the test.
- Respondus Monitor requires a webcam and microphone.
- You will be required to show the webcam your student ID prior to the start of the test.
- Your face should be completely visible during the test. Blocking the camera will disable the test.
- No notes or textbook materials are permitted during the test. Respondus Monitor requires you to take a video of your surrounding area (desk, chair, walls, etc.)
- You should not have conversations with other people and/or leave and return to the area during the test.

PLAGIARISM DETECTING SOFTWARE

Some of your course work and assessments may be submitted to Safe Assign, a plagiarism detecting software. Safe Assign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

COPYRIGHT STATEMENT FOR COURSE MATERIALS

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

COVID-19 PRECAUTIONS

You must **STAY AT HOME** and **REPORT** if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If

the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 *Health and Safety* and Section 1.2.2.5 *Disruptions* in the UTEP Handbook of Operating Procedures.

(classes with on-campus meetings) Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course and lab activities may be transitioned to remote delivery.

Course Resources: Where you can go for assistance

UTEP provides a variety of student services and support:

Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

I. Title IX Statement

Title IX of the Education Amendments of 1972 (Title IX), prohibit discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual coercion, stalking, and relationship violence. All such acts of sexual violence are forms of sexual harassment covered under Title IX.

In accordance with Title IX of the Education Amendments of 1972, UTEP does not discriminate on the basis of sex in the operation of its educational programs and activities. This commitment to non-discrimination applies to both employment in and admission to such programs and activities. [Link to full text at <http://admin.utep.edu/Default.aspx?tabid=68750>]

Americans with Disabilities Act

UTEP is committed to both the spirit and the letter of federal equal opportunity legislation (reference Public Law 93112 – The Rehabilitation Act of 1973 as amended). With the passage of new federal legislation entitled American with Disabilities Act (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

UTEP is dedicated to providing reasonable accommodations to students with disabilities so they have equal access and opportunity to complete their education. University policy states that the student is responsible for informing the Center for Accommodations and Support Services (CASS) of their disability, and for requesting accommodations within two weeks of the start of each semester. CASS determines whether students need accommodations and assists the instructor in providing approved accommodations.

If you have or suspect a disability and need accommodations, you should contact The Center for Accommodations and Support Services at 747-5148. You can also email the office at dss@utep.edu or go to room 106, Union Building East. For additional information, visit the CASS website at www.utep.edu/cass/.

This syllabus subject to change at discretion of the Instructor

*****STUDENTS ARE RESPONSIBLE FOR ALL CHAPTER READINGS*****

VI. COURSE OUTLINE

Fall 2020	Assigned Readings and Course Schedule	Topics, Assignments and Due Dates
August 25th Tuesday	Review syllabus	Introduction to Course

	<p>Readings for September 1st and Quizzes for all Chapters are to be done prior to each class: Gray, Chapters 1; 2 Pomeroy, Chapters 1;2 DSM 5 733 – 760</p>	<p>Virtual Lecture and Class Discussion on following: What is Psychopathology? Assessing for Competency in Psychopathology Pages 541-550</p> <p>Self- Pace Activities to be completed outside of class –</p> <p>Complete see Blackboard for question to be answered for Gray chapter1. For Gray Chapter 2 write a paragraph explain how as a social worker the DSMV change discussed on page 59 assist social workers or hinders social workers and why you reached this decision; Complete assigned workbook activities for Pomeroy, chapters 1and 2</p> <p>Quizzes for Chapters during Lecture time are to be done prior to each class</p>
September1st Tuesday	<p>Readings due by September 8th, 2020: Gray, Chapters 3,4, Pomeroy, Chapter 3,4 DSM 5 pgs. 31-86, 461-480, 715-727, 733-745</p> <p>Quizzes for Chapters during Lecture time are to be done prior to each class</p>	<p>Virtual Lecture: Round table Discussion on readings due for September 1st, 2020. Virtual Class Activities *In class Assessment Measures *In class case studies activities</p> <p>Self- Pace Activities to be completed outside of class -</p> <p>For Gray chapters 3 complete activities 1and 4; for Gray chapter 4 complete activity 2; Complete assigned workbook activities, Pomeroy chapters 3 and 4</p> <p>Diagnostic Disorder assigned for Brochure Assignment due November 16, 2020</p> <p>Quizzes for Chapters during Lecture time are to be done prior to each class</p>
September 8th Tuesday	<p>Readings due by September 15th, 2020: Gray, Chapters: 5 and 6 Pomeroy, Chapters 5, and 6 DSM 5 pgs. 87- 234</p> <p>Quizzes for Chapters during</p>	<p>Virtual Lecture: Game Day Discussion on readings due for September 8th, 2020. Virtual Class Activities *In class Assessment Measures *In class case studies activities Self- Pace Activities to be completed outside of class - For Gray chapters 5 complete activity 3; For</p>

	Lecture time are to be done prior to each class	Gray Chapter 6 complete activity 3; Complete assigned workbook activities for Pomeroy, chapters 6 and 6 Character and Film assigned to students for Assignment due October 13th, 2020 Quizzes for Chapters during Lecture time are to be done prior to each class
September 15 th Tuesday	Readings due by September 22 nd , 2020: Gray, Chapters: 7 and 8 Pomeroy, Chapters 7 and 8 DSM 5 pgs. 189-307	Virtual Lecture: Power Point Presentation for readings due for September 15 th , 2020. Virtual Class Activities *In class Assessment Measures *In class case studies activities Self- Pace Activities to be completed outside of class - For Gray chapter 7 complete activity 5 and For Gray chapter 8 complete activity 2; Complete assigned workbook activities for Pomeroy, chapters 7 and 8 Quizzes for Chapters during Lecture time are to be done prior to each class
September 22 nd Tuesday	Readings due by September 29 th , 2020: Gray, Chapters: 9 and 10 Pomeroy, Chapters 9 and 10 DSM 5 pgs. 189-307	Virtual Lecture: Round table Discussion for readings due for September 22, 2020. Virtual Class Activities *In class Assessment Measures *In class case studies activities Self- Pace Activities to be completed outside of class- For Gray chapter 9 complete activities 1 and 2 and For Gray chapter 10 complete activity 1 a,b and c only; Complete assigned workbook activities for Pomeroy, chapters 9 and 10 Quizzes for Chapters during Lecture time are to be done prior to each class
September 29 th , Tuesday	Readings due by October 6 th , 2020: Gray, Chapter: 11 Pomeroy, Chapters 12, and 13 DSM 5 pgs. 329 -354, 355 – 360, 361-422	Virtual Lecture: Power point for readings due for September 29 th , 2020. Virtual Class Activities *In class Assessment Measures *In class case studies activities Self- Pace Activities- For Gray chapter 11 complete activities 1 and 3; Complete assigned workbook activities for

		<p>Pomeroy, chapters 12 and 13</p> <p>Quizzes for Chapters during Lecture time are to be done prior to each class</p>
October 6 th Tuesday	<p>Readings due by October 13th, 2020:</p> <p>Gray, Chapter: 12 Pomeroy, Chapters 14 and 15 DSM 5 pgs. 329 -354, 355 – 360, 361-422 DSM 5 pgs. 423 – 450, 451-460, 645 - 684</p>	<p>Virtual Lecture: Round table discussion for readings due for October 6th, 2020.</p> <p>Virtual Class Activities *In class Assessment Measures *In class case studies activities</p> <p>Self- Pace Activities to be completed outside of class- For Gray chapter1 complete activity1; Complete assigned workbook activities for Pomeroy, chapters 14 and 15</p> <p>Quizzes for Chapters during Lecture time are to be done prior to each class</p>
October 13th Tuesday	<p>Readings due by <i>October</i> 20th, 2020:</p> <p>Gray, Chapter: 13 Pomeroy, Chapter 16 DSM 5 pgs. 481-589</p> <p>Quizzes for Chapters during Lecture time are to be done prior to each class</p>	<p>Virtual Lecture: Game Day discussion for readings due for October 13th, 2020.</p> <p>Virtual Class Activities *In class Assessment Measures *In class case studies activities</p> <p>Self- Pace Activities to be completed outside of class- For Gray chapter13 complete activities 2 and 3; Complete assigned workbook activities for Pomeroy, chapter 16</p> <p>Quizzes for Chapters during Lecture time are to be done prior to each class</p> <p>Clinical Assessment with diagnosis of Movie Character is due TODAY</p>
October 20th Tuesday	<p>Readings due by October 27th , 2020:</p> <p>Gray, Chapter: 14 Pomeroy, Chapter 17 DSM-5 pgs. 591-643, 685-706, 715 - 730 DSM 5 pgs. 481-589</p>	<p>Virtual Lecture: Round table discussion for readings due for October 20th, 2020.</p> <p>Virtual Class Activities *In class Assessment Measures *In class case studies activities</p> <p>Self- Pace Activities to be completed outside of class- For Gray chapter14 compete activities 2 and 9; Complete assigned workbook activities for Pomeroy, chapter 17</p> <p>Quizzes for Chapters during Lecture time are to be done prior to each class</p>

October 27 th Tuesday	NO VIRTUAL MEETING	Assignment: work on Brochure
November 3 Tuesday	Readings due by November 10 th , 2020: Gray, Chapter: 15 Pomeroy, Chapter 18 DSM 5 pgs. 423 – 450, 451-460, 645 - 684 DSM-5 pgs. 591-643, 685-706, 715 - 730	Virtual Lecture: Power point review for readings due for October 27 th , 2020. Virtual Class Activities *In class Assessment Measures *In class case studies activities Self- Pace Activities to be completed outside of class- For Gray chapter15 complete activities 1 and 3; Complete assigned workbook activities for Pomeroy, chapter 18 Quizzes for Chapters during Lecture time are to be done prior to each class
November 10 th Tuesday	Readings due by November 17 th , 2020: Gray, Chapter: 16 Pomeroy, Chapter 19 and 20 DSM 5 pgs. 423 – 450, 451-460, 645 - 684 DSM-5 pgs. 591-643, 685-706, 715 - 730	Virtual Lecture: Game day for readings due for November 10 th , 2020. Virtual Class Activities *In class Assessment Measures *In class case studies activities Self- Pace Activities to be completed outside of class- For Gray chapter16 complete activities 1 and 3; Complete assigned workbook activities for Pomeroy, chapters 18 and 19 Quizzes for Chapters during Lecture time are to be done prior to each class
November 17 th Tuesday	Diagnostic Brochure Presentations Part I of final assignment	Virtual Class
November 24 th Tuesday	Diagnostic Brochure Presentations Part I of final assignment continued	Virtual Class
December 1 st Tuesday	Final: Individual Interviews Part 2	Via Zoom
December 8 th Tuesday	Final: Paper Part 3	Via Email
	Enjoy	Fall Break!!!!