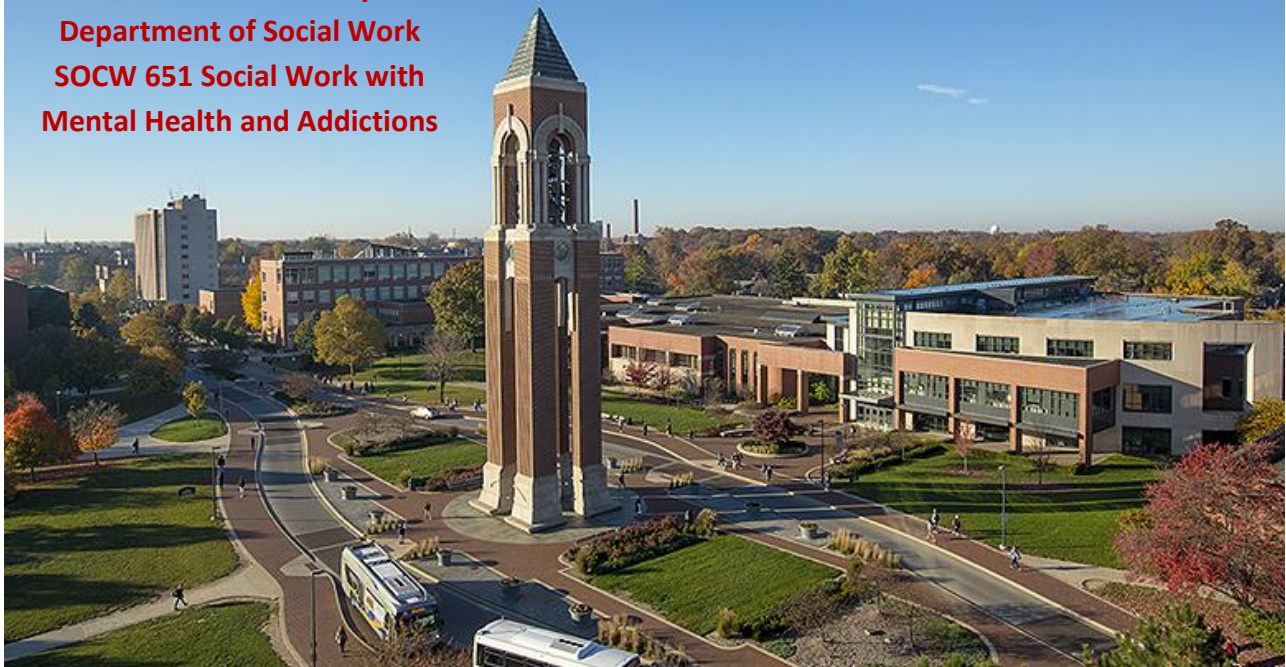


**Ball State University**  
**Department of Social Work**  
**SOCW 651 Social Work with**  
**Mental Health and Addictions**



<b>Instructor:</b> Joseph Bartholomew, PhD, MSW, LCSW, LCAC Pronouns: he/him/his	<b>Semester &amp; Credit Hours:</b> Spring 2026; 3
<b>Office Location:</b> HB 506 and remote	<b>Course Section:</b> 01A
<b>Office Phone:</b> 765-285-1045	<b>Class Location:</b> HB 103
<b>Email:</b> jbartholomew@bsu.edu <b>*Please use Canvas Inbox for all class communication!</b>	<b>Class Day &amp; Time:</b> Tuesdays, 6:00-7:50 pm; Classroom on odd-numbered weeks, Canvas on even-numbered weeks
<b>Office Hours:</b> Tuesdays, 1:00-4:00 pm in HB 506 and remote or by appointment	<b>Video Conferencing Platform:</b> Zoom

**I. COURSE INFORMATION**

**CATALOG DESCRIPTION**

This advanced social work course prepares students with knowledge and skills to work with individuals, families, and groups with mental illness and/or substance use disorders. Outcomes include understanding service delivery systems, regulations and licensure, clinical problems, risk assessment tools, addiction counseling theories and techniques, theory and practice of group addiction counseling, case planning, and evidence-based interventions. Special knowledge and skills concerning ethical practice with rural, dual-diagnosis, and involuntary clients are emphasized.

**COURSE DESCRIPTION**

This course will examine the barriers being an ally to historically disenfranchised minority groups (by race, ethnicity, gender, gender identity, sexual orientation, religious identity, and physical abilities/differences). Students will examine the role, function, and effects of oppression in society as it

relates to social and economic justice for these populations and will analyze the relationships among power, privilege, and oppression. The course is intended to assist students in understanding the personal, situational, structural, and cultural influences that impede justice-oriented social work practice. The course will support students in developing strategies, skills, and approaches to anti-oppressive practice while working with those who are actively using substances or are in recovery.

### **COURSE OBJECTIVES**

Upon successful completion of this course, students will be able to:

- A. Apply and communicate the importance of diversity in engagement, assessment, intervention, and evaluation processes with addictions.
- B. Evaluate self as a cultural being and the role culture plays in therapeutic and leadership roles.
- C. Identify the historical, social, economic, political, organizational, and global influences of addictions policy.
- D. Accurately assess individual and familial problems and strengths related to addictions.
- E. Demonstrate understanding of addictions theory for work with individuals, families, and groups.
- F. Select techniques for working with clients struggling with addiction based on theoretical and best practice guidelines.
- G. Evaluate the relationship between trauma and addiction for target populations.
- H. Explain the roles, values, and responsibilities of social work in the prevention of addiction and in the support of health and wellbeing.

### **COURSE RATIONALE**

SOCW 651 provides students with advanced practice content in working with individuals, families, and groups with mental illness and/or substance use disorders. Social Work as a profession encompasses a wide diversity of people as well as practice settings. Social Work practitioners are expected to understand the person in environment as well as the context under which organizations and structures perceive both the person and the presenting problems. The course provides increased knowledge and skills for the integration of values and ethics that will enable students to practice using numerous advanced social work skills. It is required of all students seeking their graduate degree in social work.

### **CLASSROOM ENVIRONMENT & STUDENT EXPECTATIONS**

This course uses a variety of methods, including lectures, group discussion, reflective exercises, discussion board posts, in-class activities, and asynchronous content. Classes alternate between face-to-face interaction and asynchronous online work in Canvas and at home. Preparatory readings will be expected for each class, both asynchronous and in-person. There are grade consequences for missed classes. Please reference the course policies within this document for further information.

### ***ACTIVE PARTICIPATION WORTHY OF FULL CREDIT FOR ATTENDANCE AND PARTICIPATION MEANS:***

- *ATTENDING CLASS AND ARRIVING ON TIME*
- *COMPLETING REQUIRED READINGS PRIOR TO CLASS*
- *COMING TO CLASS FULLY PREPARED TO ENGAGE IN AN ACTIVE, VITAL DISCUSSION ABOUT THE READINGS*
- *CONTRIBUTING TO CLASS DISCUSSIONS*
- *PREPARING QUESTIONS FOR OUR LEARNING COMMUNITY TO CONSIDER*

- *SUPPORTING MEMBERS OF THE LEARNING COMMUNITY BY ENGAGING IN MEANINGFUL CONVERSATION, SUPPORTING INTELLECTUAL DISCOVERY, AND PARTICIPATING IN THE JOURNEY OF SHARED LEARNING*

## II. COURSE MATERIALS

### REQUIRED TEXTS

- Brand, R. (2019). *Recovery*. London, UK: Bluebird Publishing.
- Van Wormer, K. & Davis, D. R. (2018). *Addiction treatment: A strengths perspective, 4<sup>th</sup> Edition*. Cengage.

### RECOMMENDED TEXTS

- Szalavitz, M. (2016). *Unbroken brain: A revolutionary new way of understanding addiction*. New York: Picador.

## III. COURSE ASSIGNMENTS AND GRADING INFORMATION

This course emphasizes the development of a learning community in which all students, as well as the instructor, share the responsibility for learning. This is demonstrated through active participation, i.e., asking questions, sharing opinions and observations, providing objective feedback to peers and the instructor, and engaging in all class activities in the course.

### A. Discussions (10 x 10 points each = 100 points)

This course emphasizes the development of a learning community in which all students as well as the instructor share the responsibility for learning. This is demonstrated through active participation (i.e., asking questions, sharing opinions and observations; providing objective feedback to peers and the instructor, and engaging in all class activities in the course).

To get full points, you must follow all prompts and directions in the body of the discussion board. Discussions will often require responses to peers. These will be due on the Friday following the original due date, by 11:59pm. Example: Discussion 1 is due Sunday, January 18, at 11:59 PM. Responses to your peers as instructed are due by Friday, January 23, at 11:59pm.

### B. Prevention Specialist Exam Activities (160 points)

- Prevention Specialist (PS) Pre-Test (5 points)
- PS Assessment Pre-Test Parts 1-9 (9 x 5 points each = 45 points)
- Register for PS Exam (5 points)
- PS Full Pre-Test (55 points)
- Sitting for the PS Exam (50 points)

### C. Prevention Specialist Community Projects (2 x 20 points each = 60 points)

- Safer Spring Break (Tuesday, February 24, Group 1) – posters, educational flyers, keychains, tabling and targeted outreach, social media
- Sober St. Patrick's Day (Tuesday, March 17; Group 2) – posters, educational flyers, keychains, tabling and targeted outreach, social media
- Community Partner Project (TBD)

**D. Indiana Prevention Resource Center (IPRC) Drug Overview Modules (8 modules x 5 points each = 40 points)**

You will complete self-study courses on alcohol, cocaine, heroin, marijuana, methamphetamine, prescription drugs, tobacco, and vaping. These modules have been designed for professionals and students in many fields, including social work. Module objectives include, but are not limited, the following:

- Learn about substances and methods of use.
- Define key terms and slang.
- Discover the history of different substances.
- Review the effects of use and long term use on the brain and body.
- Define levels of use and signs of different substance dependence.
- Explore recovery and treatment options for substance use.
- Identify national and state data relative to various substances.

You must create an account using your Ball State University student email. Once you have created your account, you can register to complete the modules. Most modules are one hour in length. You must upload your certificates of completion to receive full points for the module assignments.

**IPRC Training Portal Registration:** <https://iprc.iu.edu/>

**E. IPRC Introduction to Motivational Interviewing (MI) Module (15 points)**

MI techniques are a fundamental part of Screening, Brief Intervention and Referral to Treatment (SBIRT) interactions. Introduction to Motivational Interviewing is a one-hour self-paced training that is geared towards professionals in healthcare, behavioral healthcare and allied healthcare settings. Module objectives include the following:

- Define Motivational Interviewing (MI)
- Provide overview of Spirit of MI
- Explore the four processes of MI
- Review several skills used in MI
  - O.A.R.S.
  - Readiness Ruler
  - Decisional Balance
  - Advice with Permission
- Support on-going competence with additional resources

With the above listed IPRC Training Portal Registration link, you will register to complete this module. You must upload your certificate of completion to receive full points for this module assignment.

**F. IPRC Screening, Brief Intervention, and Referral to Treatment (SBIRT) in Primary Care Module (15 points)**

You will complete interactive training on SBIRT. The assignment for class will be to complete the

module and receive a passing score. You must upload your certificate of completion to get full points for this module assignment. Previously completed SBIRT Certificates will be considered for grading if they are within the past one year (calendar year) and the training content is comparable to that used for this course.

**G. 12-Step Meeting Attendance & Reflection (50 points)**

Attend one (1) meeting, this may include AA, CA, NA, SA and/or any other addiction or 12-step type group meeting (SMART Recovery or faith-based, for example). Verify the meeting is an “open meeting” as some meetings require membership and are considered “closed meetings.” One reflection paper will be completed, including comparing and contrasting the groups, how it can assist you in practice, and general thoughts. You can use Google to identify location and times of meetings.

<https://www.verywellmind.com/find-a-support-group-meeting-near-you-69433>

**H. Empathy Project: (180 points)**

As an empathy assignment and exploration of the 12-Steps and the cycle of change, we will do a selected addiction exploration project this semester.

This project includes four (4) components: **1) Self-Assessment with Assessment Tool, 2) Literature Review & Resources, 3) Journaling Reflection, and 4) Integrative Final Paper.** The first section is a self-assessment for your own area for growth. The second will include a review of some key research on the selected addiction/issue (this does not need to match your area for growth). The third section is a reflection on your weekly journaling of your insights and challenges, and the fourth section is a summary of what you learned about the chosen topic and the 12-step process.

More detailed directions are at the end of the syllabus.

Phase 1: Self-Assessment with Assessment Tool (20 points)

Phase 2: Literature Review and Resources (40 points)

Phase 3: Journaling Reflection (40 points)

Phase 4: Integrative Final Paper (80 points)

**I. Course Self-Reflection (20 points)**

For the course self-reflection, write a brief paragraph or two (no more than a page) answering the following five (5) questions.

1. What has been the most important thing you have learned this semester & why?
2. What was the most confusing or difficult topic for you this semester & why?
3. What assignment (quizzes and modules included) did you do your best work this semester & what helped you to do so well on this assignment?
4. If you could do it over again, what would you do differently in this class & why?
5. What advice would you give to someone taking this class next semester?

## Grading Policy

The final course grade will be a calculated percentage earned by a student based upon the grading criteria established by the instructor for each assignment. The following categories will be used to assign a final course grade.

Grade	Percentage
A	95 – 100
A-	91 – 94.9
B+	87 – 90.9
B	84 – 86.9
B-	81 – 83.9
C+	77 – 80.9
C	74 – 76.9
C-	70 – 73.9
D+	67 – 69.9
D	64 – 66.9
D-	60 – 63.9
F	< 60

## Assignments and Points

Assignment	Assignment Points
Discussions	10 x 10 = 100
Prevention Specialist Exam Activities	160
Prevention Specialist Community Projects	60
IPRC Drug Overview Modules	8 x 5 = 40
IPRC Introduction to Motivational Interviewing Module	15
IPRC SBIRT in Primary Care Module	15
12-Step Meeting Attendance & Reflection	50
Empathy Project (Four Phases)	180
Course Self-Reflection	20
<b>TOTAL</b>	<b>640</b>

## IV. COURSE SCHEDULE

**NOTES:**

- Modifications to the syllabus and/or course schedule may be made based on the class's needs and at the instructor's discretion.
- Chapter readings from required text(s) are listed. Additional readings will either be listed on Canvas or available through Bracken and/or the College of Health libraries.
- Unless noted differently, all assignments are due on Sundays, at 11:59 PM (EST).
- The use of Artificial Intelligence (AI) is not permitted in this course.
- Per the Ball State MSW attendance policy, missing more than one (1) in-person (classroom) session will lower a student's final grade one-half letter grade.
- Online (Zoom) attendance will not be provided in the course.

WEEKS & ASSIGNMENT DUE DATES	TOPICS, READINGS, & VIDEOS
<p><b>WEEK 1: CLASSROOM</b> January 6</p> <p><u>DUE January 11</u></p> <ul style="list-style-type: none"> <li>• Discussion 1</li> <li>• Prevention Specialist Pre-Test</li> </ul>	<p><b>Topics</b> Welcome &amp; Introductions Syllabus Overview Empathy Project Overview Harm Reduction vs. Abstinence 12-Step (abstinence-based) Model Survey</p> <p><b>Required Reading</b> Brand – Chapter 1 Van Wormer &amp; Davis – Chapter 1</p>
<p><b>WEEK 2: CANVAS</b> January 12-18</p> <p><u>DUE January 18</u></p> <ul style="list-style-type: none"> <li>• Assessment Pre-Test – Part 1</li> <li>• Alcohol Overview Module/Certificate</li> <li>• Empathy Project Phase 1: Self-Assessment with Assessment Tool</li> </ul>	<p><b>Topics</b> Addiction Treatment Context Strengths Perspective US Context of Substance Use Disorder (SUD) Social Determinants of Health Treatment Trends</p> <p><b>Required Reading</b> Brand – Chapter 2</p> <p><b>Required Video</b> Brand, R. &amp; Brown, B. (2019). Vulnerability and power. Under the Skin. (122 min). Retrieved from <a href="https://www.youtube.com/watch?v=SM1ckkGwqZI">https://www.youtube.com/watch?v=SM1ckkGwqZI</a></p>
<p><b>WEEK 3: CLASSROOM</b> January 20</p> <p><u>DUE January 25</u></p>	<p><b>Topics</b> Public Policy War on Drugs Mandatory Sentencing Punishment of Pregnant Users</p>

<ul style="list-style-type: none"> <li>• Discussion 2</li> <li>• Assessment Pre-Test – Part 2</li> <li>• Marijuana Overview Module/Certificate</li> </ul>	<p>Legalization of Marijuana</p> <p><b>Required Reading</b> Brand – Chapter 3 Van Wormer &amp; Davis – Chapter 13</p>
<p><b>WEEK 4:</b> <b>CANVAS</b> January 26-February 1</p> <p><u>DUE February 1</u></p> <ul style="list-style-type: none"> <li>• Assessment Pre-Test – Part 3</li> <li>• Tobacco Overview Module/Certificate</li> <li>• Vaping Overview Module/Certificate</li> </ul>	<p><b>Topics</b> Properties of Alcohol and Other Drugs Alcohol and Good Health E-Cigarettes and Vaping The Brain and Addiction Medical Consequences of Substance Misuse Depressive Disorders</p> <p><b>Required Reading</b> Brand – Chapter 4 Van Wormer &amp; Davis – Chapter 3</p>
<p><b>WEEK 5:</b> <b>CLASSROOM</b> February 3</p> <p><u>DUE February 8</u></p> <ul style="list-style-type: none"> <li>• Discussion 3</li> <li>• Assessment Pre-Test – Part 4</li> </ul>	<p><b>Topics</b> Substance Misuse and Co-Occurring Disorders Differential Diagnosis &amp; DSM-5-TR Anxiety Disorders Bipolar &amp; Related Disorders Schizophrenia Spectrum &amp; Other Psychotic Disorders Post-Traumatic Stress Disorder (PTSD)</p> <p><b>Required Reading</b> Brand – Chapter 5 Van Wormer &amp; Davis – Chapter 4</p>
<p><b>WEEK 6:</b> <b>CANVAS</b> February 9-15</p> <p><u>DUE February 15</u></p> <ul style="list-style-type: none"> <li>• Assessment Pre-Test – Part 5</li> <li>• Cocaine Overview Module/Certificate</li> </ul>	<p><b>Topics</b> Feeding &amp; Eating Disorders Gambling Addiction DSM Diagnoses Cyber/Screen Addiction Hoarding Sex/Pornography Addiction Shopping Addiction</p> <p><b>Required Reading</b> Brand – Chapter 6 Van Wormer &amp; Davis – Chapter 5</p>
<p><b>WEEK 7:</b> <b>CLASSROOM</b> February 17</p>	<p><b>Topics</b> Medication-Assisted Treatment (MAT) Group Treatment Co-Facilitation</p>

<p><u>DUE February 22</u></p> <ul style="list-style-type: none"> <li>• Discussion 4</li> <li>• Assessment Pre-Test – Part 6</li> <li>• Empathy Project Phase 2: Literature Review &amp; Resources</li> </ul>	<p>Hostile and Involuntary Clients Boundaries with Group Members Termination Evaluation of Groups Self-Care</p> <p><b>Required Reading</b> Substance Abuse and Mental Health Services Administration (SAMHSA) (1999). Ch. 9: Limited time group therapy. <i>Brief interventions and brief therapies for substance abuse</i>. Treatment Improvement Protocol (TIP) Series, No. 34. Center for Substance Abuse Treatment. Rockville, MD. <a href="https://www.ncbi.nlm.nih.gov/books/NBK64947/pdf/Bookshelf_NBK64947.pdf">https://www.ncbi.nlm.nih.gov/books/NBK64947/pdf/Bookshelf_NBK64947.pdf</a></p>
<p><b>WEEK 8:</b> <b>CANVAS</b> February 23-March 1</p> <p><u>DUE March 1</u></p> <ul style="list-style-type: none"> <li>• Discussion 5</li> <li>• Register for Prevention Specialist Exam</li> <li>• Heroin Overview Module/Certificate</li> <li>• Prescription Drugs Overview Module/Certificate</li> </ul>	<p><b>Topics</b> Katz and Bender Classification Self-help Groups Powell Classification Online Self-Help Groups</p> <p><b>Required Reading</b> Brand – Chapter 7</p>
<p><b>WEEK 9:</b> <b>SPRING BREAK</b> March 2-6</p>	<p><b>No Class</b></p>
<p><b>WEEK 10:</b> <b>CANVAS</b> March 9-15</p> <p><u>DUE March 15</u></p> <ul style="list-style-type: none"> <li>• Discussion 6</li> <li>• Assessment Pre-Test – Part 7</li> <li>• Methamphetamine Overview Module/Certificate</li> </ul>	<p><b>Topic</b> Methamphetamine Cardiovascular Problems Infectious Diseases Physical Conditions</p> <p><b>Required Reading</b> Brand – Chapter 8</p>
<p><b>WEEK 11:</b> <b>CLASSROOM</b> March 17</p>	<p><b>Topics</b> Growth and Development Teenage Drinking and Using Addiction in Middle Adulthood</p>

<p><u>DUE March 22</u></p> <ul style="list-style-type: none"> <li>• Discussion 7</li> <li>• Assessment Pre-Test – Part 8</li> </ul>	<p>Pregnancy and Addiction Addiction in Late Life Spirituality and Recovery</p> <p><b>Required Reading</b> Brand – Chapter 9 Van Wormer &amp; Davis – Chapter 6</p>
<p><b>WEEK 12:</b> <b>CANVAS</b> March 23-29</p> <p><u>DUE March 29</u></p> <ul style="list-style-type: none"> <li>• Assessment Pre-Test – Part 9</li> <li>• SBIRT in Primary Care Module/Certificate</li> <li>• Introduction to Motivational Interviewing Module/Certificate</li> </ul>	<p><b>Topics</b> Screening and Assessment Instruments Levels of Care Co-Occurring Disorders Prevention Strategies</p> <p><b>Required Reading</b> Brand – Chapter 10 Van Wormer &amp; Davis – Chapter 7</p>
<p><b>WEEK 13:</b> <b>CLASSROOM</b> March 31</p> <p><u>DUE April 5</u></p> <ul style="list-style-type: none"> <li>• Discussion 8</li> <li>• Empathy Project Phase 3: Journaling Reflection</li> </ul>	<p><b>Topics</b> Strengths-Based Helping Harm Reduction Reducing Barriers Solution-focused Treatment Cognitive Behavioral Therapy (CBT) Group Treatment Relapse Prevention Motivational Interviewing</p> <p><b>Required Reading</b> Brand – Chapter 11 Van Wormer &amp; Davis – Chapter 8</p>
<p><b>WEEK 14:</b> <b>CANVAS</b> April 6-12</p> <p><u>DUE April 12</u></p> <ul style="list-style-type: none"> <li>• Discussion 9</li> <li>• 12-Step Meeting Attendance &amp; Reflection</li> </ul>	<p><b>Topics</b> Mutual Help Groups Spiritual Practices 12-Step Facilitation Women for Sobriety SMART Recovery Faith-Based Groups AI-ANON Family Recovery</p> <p><b>Required Reading</b> Brand – Chapter 12 Van Wormer &amp; Davis – Chapter 9</p>

<p><b>WEEK 15:</b> <b>CLASSROOM</b> April 14</p> <p><u>DUE April 19</u></p> <ul style="list-style-type: none"> <li>• Prevention Specialist Full Pre-Test</li> <li>• Discussion 10</li> </ul>	<p><b>Topics</b> Motivational Interviewing Family Risks and Resiliencies Family Systems Theory Role Theory Stages of Change (Transtheoretical Model)</p> <p><b>Required Reading</b> Brand – Chapter 13 Van Wormer &amp; Davis – Chapter 10</p>
<p><b>WEEK 16:</b> <b>CANVAS</b> April 20-26</p> <p><u>DUE April 26</u></p> <ul style="list-style-type: none"> <li>• Sit for the Prevention Specialist Exam</li> <li>• Empathy Project Phase 4: Integrative Final Paper</li> <li>• Course Self-Reflection</li> </ul>	<p><b>Topics</b> Cultural and Socioeconomic Considerations</p> <p><b>Required Reading</b> Van Wormer &amp; Davis – Chapter 11</p>
<p><b>WEEK 17:</b> <b>FINALS WEEK</b> April 27-May 1</p>	<p><b>No Class</b></p>

**V. COURSE POLICIES**

**A. ATTENDANCE POLICY**

1. If a student does not participate in a quiz, exam, paper, discussion, or presentation the student will not be given the opportunity to make-up graded assignments, unless proper documentation is provided.
2. Per the Office of Student Conduct: Students who expect to miss a class or to be away from campus for an extended period of time for any reason (e.g., illness or injury, funeral attendance, or family circumstance) should contact their faculty members immediately in accordance with class syllabi. Only faculty members can “excuse” an absence. As faculty members may have different policies regarding absences, students should review each class syllabus carefully.
3. The course instructor will determine the validity of a student’s reason for absence. Examples of valid reasons for absence from this class include, but are not limited to: (a) illness, including COVID-19, (b) military service obligations, (c) court-imposed legal obligations such as jury duty, (d) medical procedures, and (e) religious observances.

4. In the event of an absence for a graded assignment the student must provide a written excuse for the absence to the instructor within 24 hours of the missed date. Failure to provide a written excuse will result in forfeiture of all assignment points.
5. With all social work courses considerable learning occurs during the class session that cannot be easily “made up” when a class is missed. Therefore, students are required to attend all scheduled classes. Students are expected to arrive on time for each class and to remain until class is dismissed. Attendance in class encourages student success, promotes professional behaviors, supports the work of classmates, and promotes responsibility to the social work field. Students who miss two or more classes are expected to consult with the instructor. Attendance will be taken digitally or through the use of a sign in sheet.
6. The Department of Social Work will only excuse absences for funeral and bereavement, admitted hospitalization, university-sponsored activities, or other official activities (e.g., jury duty and military obligations). Students **must** provide basic documentation for any excused absence. The need for extensive absences for any of the above reasons will warrant a discussion about an incomplete or course withdraw. All other absences are considered unexcused and will count towards a student’s allowed number of absences before a grade deduction.
7. Our faculty understands students might need to miss classes for a variety of personal reasons. We encourage the use of your allowed absences for your self-care and to manage other life challenges. We also recognize our need to ensure the integrity of our program and to do our part to follow our accreditation standards and to promote student success. Attendance is a vital component of this success. If you need to miss a class, we strongly encourage you to contact your faculty member to discuss missed content.
8. **Grade Consequences for Missed Classes – MSW Program**
  - a. Absences of 10% or more of face-to-face class sessions (more than one class) will result in an automatic drop in the final grade by a half letter grade (an A becomes an A-). Absences of 20% or more of face-to-face class sessions (more than two classes) will result in an automatic drop in the final grade by one full letter grade (an A becomes a B). Students who miss 25% of the face-to-face class sessions can earn a *maximum* grade of “C” for this course regardless of grades on written assignments or on quizzes (more than three absences). Excessive absences are also reported to the Department Chair and may impact status in the social work program.

**B. FUNERAL AND BEREAVEMENT LEAVE**

Students are excused from class for funeral leave in the event of the death of a member of the student’s immediate family or household as defined by Ball State University policies. The number of excused absences allowed is determined by the distance of the funeral services from Muncie, Indiana. If the student is unable to attend the funeral services, the student will be allowed three work days for bereavement. The student will provide documentation to each instructor. Given proper documentation, the instructor will excuse the student from class and provide the opportunity to earn equivalent credit for assignments missed. For further information on the university’s bereavement policy, students should consult the University’s [Student Rights and Responsibilities](#).

**C. LATE ASSIGNMENT POLICY**

All assignment due dates are listed on this syllabus. Assignments are to be submitted electronically via Canvas. Assignments cannot be turned in late without prior permission from the instructor. Late papers will be graded down ten percent per class day (Monday-Friday). No assignments will be accepted and graded after the last class session of the semester. True emergencies may warrant an incomplete (see "Policy Regarding Course Incompletes" below).

**D. POLICY REGARDING COURSE INCOMPLETES**

Students are expected to complete all work before the final session of the class. Incompletes are not granted automatically. The granting of an Incomplete "I" ultimately must be approved at the end of the semester by the department head or chairperson, who retains one copy of the Incomplete form and sends a copy to the student. A grade of "I" may be assigned only in cases of illness, accident, or other dire occurrence beyond the student's control.

It is the responsibility of the student to request an Incomplete *prior* to the final class session, and to complete the *Memorandum of Incomplete Grade* form. This form specifies the work the student must finish, including the time frame for submission. The student is required to sign the form, and all work must be completed by the deadline specified by the instructor on the *Memorandum of Incomplete Grade*. Should the student fail to meet the time limitation, the instructor may assign a grade without the required work being completed. Unless an earlier completion date is specified by the instructor, an "I" grade awarded for an undergraduate course will expire as follows: for Fall enrollment, by May 1 of the following year; for Spring and/or Summer enrollment, by December 1 of the same year. An exception is made when an extension on the timeline has been recommended by a department chairperson and approved by the appropriate dean.

**E. EXAMINATION/FINAL EXAMINATION/QUIZ POLICY**

Examinations/quizzes in this class are required of *all* students. Prior arrangements must be made if a student is unable to take the quiz at the scheduled time. Only in exceptional situations will a student be permitted to arrange to take a quiz prior to or after the scheduled examination/quiz time.

**F. PROFESSIONAL WRITING STANDARDS**

Professionals are often judged by others based on the quality of their written work. Carelessness in spelling and editing suggests that there may also be mistakes in the substance of the work.

All typed work submitted to this professor should be prepared in accordance with the *Publication Manual of the American Psychological Association (7<sup>th</sup> ed)*. Information on APA can also be found on the [APA website](#).

Written assignments are expected to address the content/ideas in a clear and concise manner. Papers will be graded for sentence and paragraph structure, organization, grammar, punctuation, and spelling. Students are expected to use a computer in preparing written assignments. Papers should be double-spaced, use 11 or 12 point font and one-inch margins, and include page numbers and a title page. Sources should be cited/ documented using APA format.

**NOTE:** If you need help with your writing skills, Ball State University's Learning Center or Writing Center may be able to assist you in improving them. The efforts you make will help you with your courses at BSU as well as throughout your professional career because you will continue to be judged by other professionals on the basis of your written work. The Learning Center offers free tutoring for many courses on campus, including science and humanities, modern languages, math and business, help with any writing task, and study strategies such as time management, test taking, note taking, and effective textbook reading.

### **LEARNING CENTER**

- The Learning Center offers free tutoring for many courses. We also provide writing and study skills tutoring.
- Students can make appointments for virtual (Zoom) or in-person (NQ 350) appointments.
- Students can begin making appointments on Monday, August 21, 2023.
- To make an appointment, visit [my.bsu.edu](http://my.bsu.edu) and click on "Navigate" in the Additional Tools section, or just go directly to <https://bsu.navigate.eab.com>. You can also download the Navigate Student app.
- The Learning Center also has drop-in tutoring (no appointment necessary) for math, chemistry, and biology. Check our website for more information.
- Testing accommodations for students with disabilities are available for students who have received the appropriate documentation from Disability Services. Tests may be administered in the Learning Center.
- For more information about all of our programming, visit [bsu.edu/learningcenter](http://bsu.edu/learningcenter) or call 765-285-1006. Email us at [learncenter@bsu.edu](mailto:learncenter@bsu.edu). Follow us on Instagram and Twitter: BallStateLC

The Learning Center has tutors trained to address some of the challenges specific to International Students and if you are having trouble understanding information presented in class, you are encouraged to contact the Learning Center. Bilingual tutors may also be available upon request.

### **WRITING CENTER**

One key to improving your writing is getting feedback and revision suggestions on your text during the writing process. Want extra feedback on your papers? The Writing Center is a community of Ball State students and faculty who value writing. Come and collaborate with one of our trained peer tutors on any project for any major. The Writing Center is a comfortable, supportive environment for writers from all communities and backgrounds. It is located in Robert Bell 295. We have both online and

face-to-face appointments. To make an appointment, go to [www.ballstate.mywconline.com](http://www.ballstate.mywconline.com).

**G. ACADEMIC INTEGRITY AND DISHONESTY**

Honesty, trust, and personal responsibility are fundamental attributes of the University community. Academic dishonesty by a student will not be tolerated, for it threatens the foundation of the institution dedicated to the pursuit of knowledge. To maintain its performance, Ball State University is committed to maintaining a climate that upholds and values the highest standards of academic integrity. Academic dishonesty includes, but is not limited to the following:

**Violations of procedures that protect the integrity of a examination, quiz, or similar evaluation, such as:**

- Possessing, referring to, or employing open textbooks or notes or other devices not authorized by the faculty member;
- Copying from another person's paper;
- Communication with providing assistance, or receiving assistance from another person in a manner not authorized by the faculty member;
- Possessing, buying, selling, obtaining, giving, or using a copy of any unauthorized materials intended to be used as or in the preparation of a quiz or examination or similar evaluation;
- Taking a quiz or examination or similar evaluation in the place of another person;
- Utilizing another person to take a quiz, examination or similar evaluation in place of oneself;
- Changing material on a graded examination and then requesting a re-grading of the examination;
- Cooperating with someone else on a quiz, examination, or similar evaluation without the prior consent of the faculty member.

**Plagiarism or violations of procedures prescribed to protect the integrity of an assignment, such as:**

- Submitting an assignment purporting to be the student's original work which has been wholly or partly created by another person;
- Presenting as one's own work, ideas, representations or words of another person without customary and proper acknowledgment of sources;
- Submitting as newly executed work, without faculty member's prior knowledge and consent, one's own work which has been previously presented for another class at Ball State University or elsewhere;
- Knowingly permitting one's work to be submitted by another person as if they were the submitter's original work;
- Cooperating with another person in academic dishonesty, either directly or indirectly, as an intermediary agent or broker;
- Knowingly destroying or altering another student's work, whether in written form, computer files, art work, or other format;
- Aiding, abetting, or attempting to commit an act or action which would constitute academic dishonesty.

**G. Artificial Intelligence (AI) Policy**

The Department of Social Work recognizes the value of artificial intelligence (AI) tools and their increasing and unfolding uses within social work settings. Individual instructors are exploring new ways to use these tools in our teaching and may design specific assignments in which we ask you to use AI tools. However, we facilitate an academic learning environment in which academic integrity is paramount, critical thought must be developed and used, writing skills are essential, and reflection must be practiced in order to develop into a competent social worker. Therefore, unless the instructor specifically authorizes in writing the use of generative AI for a particular assignment to accomplish a learning objective, the use of generative AI tools to complete your assignments in social work classes is prohibited, is plagiarism, and is a violation of Ball State's Academic Ethics Policy and the Department of Social Work's Academic Performance Review Policy. The use of AI-powered writing assistant platforms are also not allowed, as these may substantially alter your work and be flagged.

**I. PROFESSIONAL CONDUCT POLICY**

Students in a professional program should conduct themselves as professionals in relation to the class and assignments. Full participation is encouraged as long as it is appropriate to the course content. Respect for the opinions of others is expected. Frequent lateness or professionally unbecoming class conduct are likely to result in a lowered grade. Students are evaluated on their personal and professional behavior or conduct in this class as described in the *Code of Ethics*.

With the exception of legally prescribed medications, any use of consciousness altering substances before, during, or between class sessions obviously impairs learning and is unacceptable.

Students of the university must conduct themselves in accordance with the highest standards of academic honesty and integrity. Academic dishonesty by a student will not be tolerated in activity or academic areas and will be treated in accordance with the policy in the faculty handbook. Please refer to the specific sections in Undergraduate Rights and Responsibilities for information regarding academic honesty. These policies (including cheating on exams and plagiarism) will be strictly enforced. I will not tolerate cheating or plagiarism. Incidents of academic dishonesty will be prosecuted to the full extent within the university judicial process! Failure to follow these guidelines will result in an "F" for the course.

**J. COPYRIGHT INFORMATION ON COURSE MATERIALS**

Students may not reproduce, distribute or publicly post their course materials without my permission. Students selling or distributing course materials or posting exams (e.g., quizlet.com) may violate the Ball State Code of Conduct and/or the Information Technology Users' Privileges and Responsibilities policy. Students violating this policy may be referred directly to Dr. Mike Gillilan in the Office of Student Rights and Community Standards.

**K. CELL PHONE and LAPTOP POLICY**

***Cell phones ringing and texting during class are disruptive. Cell phones should be turned to silent mode and students should NOT TEXT in class.*** Exceptions to this policy will be granted with prior arrangements with the instructor and can be granted for on call employment obligations, medical or dependent care emergencies. Students granted exceptions to the cell phone policy should sit close to the door, set their cell phones on a non-audible setting, and if they receive a call exit the room quietly to take the call.

***Laptop use not related to class is also disruptive, so in general laptops are not allowed to be used in class.*** The instructor may give students permission to use a laptop for note taking related to PowerPoint or to complete reference work related to in class business.

**L. EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION POLICY**

Ball State University provides equal opportunity to all students and applicants for admission in its education programs, activities, and facilities without regard to race, religion, color, sex (except where sex is a bona fide qualification), sexual orientation, physical or mental disability, national origin, ancestry, or age. Concerns regarding this policy should be referred to the Director of Affirmative Action (765) 285-5162.

Furthermore, all departmental and program practices are subjected to the non-discrimination and affirmative action standards embodied in the [Council on Social Work Education's, Education Policy and Accreditation Standards](#), the professional standards found in the [National Association of Social Work's Code of Ethics](#), and the University's [Code of Student Rights and Responsibilities](#).

**M. SPECIAL NEEDS**

Please share with me medical information you feel is important for me to know so that I may assist you in an emergency. Also, let me know if you may need special arrangements to evacuate the building. Make an appointment with me to discuss either of these matters.

If you need course adaptations or accommodations because of a disability, please contact me as soon as possible. Ball State's Disability Services office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or [dsd@bsu.edu](mailto:dsd@bsu.edu).

The following statement is provided by Office of Disability Services:

*If you need course adaptations or accommodations because of a disability, please contact me as soon as possible. Ball State's [Office of Disability Services](#) coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. The Office of Disability Services can be contacted at 765-285-5293.*

*If you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with*

*me as soon as possible. My office location and hours are posted on the first page of this syllabus.*

**Please note:** At Ball State University, the responsibility for determining a student's eligibility for accommodation, if needed, rests with the Office of Disabled Student Development. Students must register with the Office of Disability Services (765) 285-5293 (University Student Center, Room 116) in order to receive reasonable accommodations in the classroom. This office will provide the student with a letter listing appropriate accommodations and describing options for the administration of accommodated tests.

Students reserve the right to decide if and when to self-identify to the instructor. Should a student choose to self-identify, she/he will need to provide the instructor with the Office of Disability Services letter detailing specific accommodations.

Please refer to *The Disabled Student in the Classroom* in the student handbook, which describes the University's responsibility to students with special needs.

#### **N. TITLE IX**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, here are available resources at Ball State University:

- Associate Dean of Students/Title IX Coordinator, Katie Slabaugh, (765) 285-1545, [kslabaugh@bsu.edu](mailto:kslabaugh@bsu.edu)
- Office of Victim Services, 2nd Floor Health Center, Room 205, (765) 285-7844; this resource is confidential
- Counseling Center, Lucina Hall, Room 320, (765) 285-1736; this resource is confidential
- Police Department, 200 North McKinley Avenue, (765) 285-1111 (911 from a campus phone), [www.bsu.edu/police](http://www.bsu.edu/police)

#### **O. FERPA INFORMATION**

FERPA stands for the Family Educational Rights and Privacy Act. Students who are currently enrolled or formerly enrolled, regardless of their age, are subject to FERPA. The law grants four specific rights to students:

1. The right to see the information that Ball State has concerning the student.
2. The right to seek to amendment to those records and in certain cases append a statement to the record.
3. The right to consent to disclosure of his/her records.
4. The right to file a complaint with the Department of Education Compliance Office in Washington D.C.

Student information that can *never* be released to a person other than the student includes the social security number, citizenship, gender, ethnicity, religious preference, grades, GPA, and daily class schedule.

For more information on FERPA, visit the Ball State University FERPA website:  
<https://www.bsu.edu/about/administrativeoffices/registrar/ferpa>

**P. RELEASE OF INFORMATION POLICIES AND PROCEDURES**

Ball State University accords all rights under the Family Educational Rights and Privacy Act of 1974 to students of the university. The University will not disclose any information from students' educational records without the written consent of the student except to school officials within the University who have been determined to have legitimate educational interests, to officials of other institutions in which the student seeks to enroll, to certain federal and state officials for federal program purposes, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order or lawfully issued subpoena, or to protect the health or safety of students or others in an emergency. All of these exceptions are permitted under the Privacy Act. The university does have the right to disclose directory information (name, address, phone, etc.) unless specifically requested not to do so by the student. Procedural details regarding Family Educational Rights and Privacy Act of 1974 are available from the Office of the Dean of Students, located in the Administration Building, Room 238, and [online](#).

**Q. CLASSROOM CONFIDENTIALITY POLICY**

Ball State Social Work classes are confidential environments. This means that all personal and organizational communication remain within the learning system. This is consistent with the NASW Code of Ethics. Participants in social work classes may share private information regarding their personal or professional lives. This information MUST be treated as confidential material that is NOT to be shared outside the classroom.

**R. GRADE APPEALS**

Department Grade Appeal Process:

A student who wishes to appeal final grade must send to the instructor a request for reconsideration of the grade with a rationale for reconsideration. The request shall be in writing (email preferred) and sent to the instructor within five (5) school days (including summer terms, however, see 6.7.1.d above) after the final grade is posted by the Registrar's Office.

The instructor shall respond in writing (email preferred) with a decision regarding the student's grade within five (5) school days after receiving the request.

If the instructor does not respond within the five (5) days period in (b) above, the student may choose to send the appeal request to the unit head (e.g. department chair or program director) of the department or program that offers the class for a response.

If the instructor responds within the five (5) school day period with a decision with which the student does not agree and the student wishes to proceed with an appeal, the student shall send written request (email preferred) for review of the grade to the

unit head within five (5) days of receiving the response from the instructor. The written communication to the unit head should provide detailed information regarding the disputed grade including the written exchanges with the instructor.

The unit head shall respond in writing (email preferred) to the student within five (5) school days of receiving the student's request for a review of the grade. The unit head's response should outline the details of the resolution. If the unit head cannot resolve the dispute, his/her communication to the student should refer the student to the University Grade Appeal process (e.g., a link to the Grade Appeal policy at [Grade Appeals Policy](#) and/or the [Vice President for Academic Affairs](#)).

**S. USE OF ZOOM AND OTHER VIRTUAL CLASSROOM EXPERIENCES**

With many of our social work classes having online components, faculty will be using Zoom or other virtual classroom spaces on a regular basis. For any course requiring the use of Zoom or alternate platform, students are expected to observe the following guidelines to maximize the learning process. (1) For each class session, students should log online to the class from a quiet, distraction-free environment. We strongly recommend students have a designated workspace that is quiet, clean, and has an appropriate background. (2) Students must keep their audio on mute until they want to speak. We must work together to limit background noise. (3) Students must enable their video so they we can see one another. (4) Students should familiarize themselves with various ways to communicate with their instructor in Zoom. Zoom includes nonverbal feedback buttons for raising your hand, responding yes or no, and posting comments or questions in the chat box. Remember the chat box is public, and may be recorded, and archived. (5) Students should have a plan for taking notes. Instructors may post recordings of Zoom class sessions on Canvas, but students should also try to capture thoughts and questions in the moment. (6) Students must remember a virtual class is a place to practice professionalism and the values of the social work profession. Students are expected to be on time to meetings, to dress appropriately, to sit tall, and to engage as if they were in physical classroom.

**T. COUNSELING CENTER**

The Ball State University Counseling Center offers free and confidential services to all students. The Counseling Center is located in Lucina Hall, Room 320. To schedule an appointment, you can contact us at 765-285-1736. Ball State now also offers a 24/7 Crisis Line, which can be reached at 765-285-HOPE (4673). The Crisis Line is a mental health resource for those who are struggling with any mental health concerns, including thoughts of self harm and/or suicide.

At the Ball State Counseling Center, we see students for a variety of reasons, some of which include homesickness, relationship concerns, anxiety, and depression. At your first appointment, you will work with a therapist to create a plan that will connect you with resources that best fit your needs. We assist students with getting connected to therapy at our Center as well as connecting students to self-help resources, other on-

campus resources, and community-based resources. All Ball State students also have access to several on-demand, self-help resources.

**U. DIVERSITY STATEMENT**

Ball State University aspires to be a university that attracts and retains a diverse faculty, staff and student body. We are committed to ensuring that all members of the community are welcome through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse as expressed in our [Beneficence Pledge](#). For Bias Incident Response information, [visit the webpage](#) or e-mail [reportbias@bsu.edu](mailto:reportbias@bsu.edu).

**V. LAND ACKNOWLEDGMENT STATEMENT**

We would like to recognize and acknowledge that Ball State University, and its state affiliates, occupy the ancestral lands of the Delaware, Miami, Potawatomi, and Shawnee people. Land acknowledgment is an important social justice practice that leads to indigenous visibility and a reminder that we live and work on forcibly settled land and that the colonization of indigenous peoples around the world is an ongoing process.

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