1. Course Description

This course teaches practice models and methods of intervention for effective social work practice in mental health care, including the promotion of mental health, the prevention of mental illnesses, and the delivery of psychosocial treatment and rehabilitation services. A major focus is on enabling individuals with mental health problems to increase their functioning in the least restrictive environments, with the least amount of ongoing professional intervention, so these individuals maximize their success and satisfaction. This course has a specific emphasis on services to individuals who suffer from severe and persistent mental illness, substance abuse, and/or who are recovering from the effects of severe traumatic events. Interventions relevant to these conditions help individuals develop/restore their skills and empower them to modify their environments so as to improve their interactions with their environments. Culturally competent and gender-specific interventions are a major emphasis of the course, as are special mental health issues for groups who have been subject to oppression. Special attention will be devoted to evidence-based treatments for mental health problems.

2. Course Content

The course will present practice methods for carrying out functional assessments, resource assessments, establishment of client preferences, development of plans to meet service needs, services to enhance client skill development, and the development and modification of relevant community and agency environments. The emphasis of the course is on approaches that enhance problem-solving and coping strategies and are empowering and supportive to consumers, both individually and in groups and families.

This course will provide students with models and methods for the promotion of mental health, the prevention of mental illness, the provision of effective evidence-based treatment of psychiatric disabilities, with an emphasis on promotion of optimal adaptation when psychiatric disabilities are long lasting. Assessment and intervention strategies will be included for use at the individual, family, group, organizational, community, and societal levels. A special issue is the integration of services for individuals with multiple problems. The course, therefore, will emphasize the integration of micro and macro methods through which students learn to make
social, behavioral, environmental, organizational, administrative, and policy assessments, with an emphasis on risks/strengths assessment and capacity-building.

Students will develop knowledge of empirically-based interventions and will be able to select and implement appropriate methods based on assessments and service plans. A major focus of this course will be gender specific and culturally competent interventions with and for groups identified by the key diversity dimensions such as in ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression) marital status, national origin, race, religion or spirituality, sex, and sexual orientation.

3. Course Objectives

Students who complete this course will be able to:

1. Assess the risks and strengths of individuals, families, groups, organizations, and/or communities for the purposes of promoting mental health, early intervention, treatment, and continuing service, with an emphasis on problems faced by people who suffer from severe and persistent mental illness, substance abuse, and/or who are recovering from the effects of severe traumatic events.

2. Plan or plan and conduct culturally competent, gender-specific individual, family, group, organizational, and community-based capacity building and preventive interventions.

3. Identify and demonstrate understanding of the many components of the mental health system as team member, advocate, broker, community organizer, and program planner, in order to interact productively with the many components of the mental health system.

4. Build partnerships with key neighborhood and self-help organizations and institutions for the purpose of mental health promotion and disease prevention.

5. Incorporate social work values and ethical standards of practice in mental health.

6. Plan and engage in advocacy at both micro and macro levels to help individuals overcome oppression, discrimination, and other barriers to access and quality of mental health services.

7. Intervene to assist persons with mental health disorders.

8. Describe common psychopharmacological and evidence-based psychosocial interventions for mental health disorders.

4. Course Design

The course will include lectures, discussion, simulations, small group exercises, individual and group projects, guest speakers, and written assignments.

Theme Relation to Multiculturalism & Diversity

This is integrated throughout the course especially in view of the fact that mental health problems are experienced very differently in various cultures, each of which has its own indigenous responses to healing. In addition, the stresses associated with mental health problems and accesses to appropriate services are differentially affected by individuals identified by the key diversity dimensions. The students must be aware of these issues and helped to
develop culturally competent and gender-specific interventions and interventions to overcome oppression and discrimination as barriers to access to and quality of care.

**Theme Relation to Social Justice**

This has special relevance to the processes of psychosocial rehabilitation. Persons with psychiatric disabilities are often discriminated against with respect to access to education, employment, housing, and financial assistance. Health insurance plans often discriminate against persons with mental as opposed to physical disabilities. Social justice issues are often seen with respect to the processes of commitment, the rights of people in mental institutions, the rights to treatment (such as in the criminal justice system), access to attorneys, and the determination of competence to stand trial or when mental illness is offered as a defense in a criminal proceeding. The student will learn about these issues in the course as well as the role of social work in fighting for these and other rights.

**Theme Relation to Promotion, Prevention, Treatment & Rehabilitation**

These are addressed throughout the course. Mental disabilities often occur or are exacerbated as a result of stressful environmental conditions and the ways of seeking changes in these conditions or preventing them will be stressed.

**Theme Relation to Behavioral and Social Science Research**

This is presented throughout the course and includes findings from evaluation studies and intervention research in social work, psychiatry, psychology, anthropology, and sociology.

**Relationship to SW Ethics and Values**

Virtually every topic of this course is related to issues of social work values and ethics, and these issues will be dealt with in this course. Examples of these issues are priorities assigned to various services and populations by mental health agencies and the role of social workers in molding these priorities, recognition of the right of self determination of consumers of mental health services, the principle of the utilization of the least restrictive environments for treatment of mental disorders, the values placed on preventive services, an understanding of the responsibility of workers to strive for less stressful environments in relationship to preventing mental problems, the creation of community respect for individuals in the community whose behavior, while lawful, departs from community norms, and promoting community awareness of the "not in my back yard" phenomenon.

**Intensive Focus on PODS**

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice, and/or policies that promote social justice, illuminate social injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self knowledge and self awareness to facilitate PODS learning.

5. **ADA Disclosure and Accommodation Requests**

Please contact me at anytime if you would to request classroom accommodations for a disability so that we can initiate a plan with the Services for Students with Disabilities (SSWD). SSWD can be contact by phone at 734-763-3000; by email: sswdoffice@umich.edu and website: http://www.umich.edu/~sswd. In addition you can contact the School of Social Work’s Office of Student Services (Warren Clark) at 734-647-9433. Both offices have staff that can explain the
ADA process and assist with the necessary documentation. It is important begin the process for accommodations as soon as possible because while accommodations can be made at anytime during the semester they cannot be made retroactively.

For detailed information pertaining to ADA Affairs (policies and procedures), students can access the 08-09 Student Handbook on the SSW web-site and access the Searchable Handbook Link and then click into Section 2.09: Students with Disabilities link.

6. Statement on Plagiarism and Academic Integrity

All academic dishonesty, including plagiarism, cheating, fabrication, and misrepresentation will be treated seriously. Plagiarism includes copying and pasting text from articles, books, the web, newspapers, etc. If you use these sources, to avoid plagiarism, you must provide the source both in the text and in the references. Plagiarism includes using another student's work and claiming it as your own, even with permission of the student. It also includes using an essay or paper that you wrote for another class or another purpose without getting permission from the teacher/professor of the current class (self-plagiarism). Also please consult your Student’s Guide to the Master’s in Social Work Degree Program (online).

Recommended Mental Illness Memoirs/Narratives/Texts for first assignment:

The Center Cannot Hold by Elyn Saks, 2007 Hyperion.

Lincoln's Melancholy: How Depression Challenged a President and Fueled his Greatness (2005) by Joshua Wolf Shenk

Down came the Rain: My journey through Postpartum Depression (2005) by Brooke Shields

Recovered Not Cured: A Journey through schizophrenia by Richard McLean, 2005 Allen & Unwin

Drinking: A Love Story by Caroline Knapp, 1997 Dial Press

A Million Little Pieces by James Frey 2005 Anchor books

Detour: My Bipolar Road Trip in 4-D by Lizzie Simon, 2003 Washington Sq. Press.

In Small Doses: A Memoir about Accepting and Living with Bipolar Disorder Mark Pollard, 2004 Vision Books International

Terry: My Daughter's Life-And-Death Struggle With Alcoholism George McGovern, 1997, Plume Books


We Heard the Angels of Madness: A Family Guide to Coping with Manic Depression, Diane and Lisa Berger, 1991, Quill Press.

Just Checking: Scenes from The Life of An Obsessive-Compulsive, Emily Colas, 1998, Pocket Books

Willow Weep For Me: A Black Woman's Journey Through Depression,

Living With Prozac and Other Selective Serotonin Reuptake Inhibitors: Personal Accounts of Life on Antidepressants (1995) Elfenbein (Ed), Harper Collins

The Guard Within (1988) Sarah Ferguson, Pantheon Books


The Hillside Diary and Other Writings, Robert Gary Neugeboren, 2004.

Natalie on the Street, Ann Nietzke, 1994, Calyx Books (a memoir about the author’s relationship with an elderly homeless woman).


The Quiet Room: A Journey Out of The Torment of Madness, Lori Schiller and Amanda Bennett, 1994, Warner Books. (a schizophrenia memoir).

Call Me Crazy: Stories from the Mad Movement, Irit Shimrat, 1994, Press Gang Publishers (a memoir and history of the ‘mad movement’ or mental health consumers’ movement in Canada, written by a woman who was diagnosed with schizophrenia but lives without medication and is a political activist).

Prozac Diary, Lauren Slater, 1998, Random House, (a memoir written by a woman who suffered from nightmareish mood swings, compulsions, phobias).


Mothering Mother: A daughter’s humorous and heartbreaking Memoir (2007) (alzheimer’s)

Night Falls Fast: Understanding Suicide, Kay Redfield Jamison, 1999, Knopf


Holy Hunger: A Memoir of Desire, Margaret Bullitt-Jonas, 1999, Knopf

First Person Plural: My Life as a Multiple, Cameron West, 1999, Hyperion

Mockingbird Years: A Life In And Out Of Therapy; Emily Fox Gordon, Basic Books, 2000.


Passing for Normal: Living with Tourettes, Amy Wiletsky, Broadway Books, 2000


His Bright Light: The Story of Nick Traina, Danielle Steel, Delacourte Press, 1998. (Bipolar disorder)


The Eden Express: A Memoir of Insanity, Mark Vonnegut, Kurt Vonnegut, Seven Stories Press, 2002 (schizophrenia)

Conquering Schizophrenia: A Father, His Son and a Medical Breakthrough. Peter Wyden, Knopf, 1998


A Different Kind of Boy: A Father's Memoir about Raising a Gifted Child with Autism, Daniel Mont, Jessica Kingsley Publisher, 2001


Unholy Ghost: Writers on Depression, Nell Casey, 2002, Perennial.


72 Hour Hold by Bebe Moore Campbell (2005).


The Glass Castle (2005) by Jeanette Walls

The Day the Voices Stopped: A Schizophrenic’s Journey from Madness to Hope by Ken Steele (2002), Basic Books

Cruel Mother: A Memoir by Sian Busby (2005) postpartum depression

Get me out of here: My recovery from Borderline Personality Disorder by Rachel Reiland (2004).

Mad House: Growing up in the Shadow of Mentally Ill Siblings by Clea Simon

All American Boy: A Memoir by Scott Peck (growing up gay)

Crazy: A Father’s Search through America’s Mental Health Madness (2007) by Pete Early

Ace of Spades: A Memoir (2007) by David Matthews

7. Course Assignments, Requirements, and Grading

10% of your grade will be based on class participation. Your class participation grade will be determined according to attendance, currency in reading, and participation in group discussions and short projects. Class attendance will be taken weekly by sign-in sheet. The major assignments for the course will be articulated below. Papers are expected to be handed in on their due dates and papers must meet all academic standards for ethical documentation. Papers will be marked down 5% for every day late unless there has been an arrangement worked out with Dr. Ford.

The following criteria will be taken into account when papers are graded:
  • Systematic and logical presentation of arguments;
  • Appropriate use of evidence;
  • Familiarity with and appropriate use of relevant literature and concepts;
  • Clarity and coherence of presentation;
  • Originality and creativity;
  • Conformity with the requirements of the assignment;
  • APA style for final paper – there are several websites on the web to assist you with APA as well as our own library. If you have not had any exposure to this, please let me know.
While papers are judged on their individual merit, in any class there is a “standard” around each assignment. The way I grade is to read all the papers first and make comments on each and then to think about where the individual papers fall in terms of the standard of excellence set by the class and then go back to each and place a letter grade.

**Paper 1 (Looking at a personal memoir through a “cultural lens”)**
30% of grade
Length 5-8 pages (Provide the reference for your book.)

**Due: June 2nd**
Please select one or more of the memoirs in the recommended readings list or propose another. Address your reactions to the memoir(s) and consider the following questions:

a. Why did you pick this memoir? What are your personal responses to this story and the author’s construction of his/her illness/disability/disease and the methods of treatment he/she received?

b. Using approaches to understanding the intersections of culture and mental illness in class (and from Castillo), discuss how the author’s experience, idioms of distress, and efforts to accept or resist labeling and treatment reflect cultural values, folkways, and attitudes about psychological suffering.

c. Pay attention to any expression of internalized stigma – this will be discussed in class. Include these passages in your paper as example.

d. How do gender, race, class, historical context (when the book was written) influence the experience of illness by the author and others in connections with the author? If the person seems to have privilege and that affects the treatment they receive – write about that.

e. Describe the impacts of the significant relationships on the author’s experience of the illness/disability, particularly emphasizing therapeutic relationship(s) discussed in the book. Do they have friends, family? What stands out to you as especially significant, helpful; not helpful? What is missing in her/his relational world? What are the challenges for the people in relationship to the author and how well were these challenges managed?

f. If a therapist is mentioned in the book – discuss your reaction to the therapy or lack of therapy the individual received.
Paper 2 – Reviewing a case – Diagnosis, assessment, treatment strategies and cultural implications for treatment
30% of grade
Length 8 -10 pages plus references in APA format

Due: July 7th

Each student will choose an individual case which will involve thought about individual assessment, diagnosis, understanding of cultural implications (between you and the client) and identifying EBP intervention strategies and resources. If you are not seeing individuals, I will provide you with a case OR you can use the person from your memoir. Examples of challenges addressed in relation to diagnosis, treatment and service delivery in the case might include:

- Issues of gender, race and ethnicity as related to access to care and medication
- Problem with intersection of violence, incarceration and mental illness
- Problems related to co-occurring disorders (alcohol plus SMI) or co-morbid concerns (Health plus mental health issues)
- Challenges of working on an interdisciplinary team
- Incorporating alternative and complementary treatments
- Services for families and care-givers
- Innovative community-based treatments and restrictions to executing those evidence-based treatments

The paper will have 6 parts:

1. Define the severe and persistent mental health disorder represented in your case (Using 1 page in the first section of the paper to describe your case discuss disorder features and apply the DSM multi-axial assessment) [Multi-axial assessment will be reviewed in class]

2. Incorporate the Cultural Assessment page from the DSM IV into your assessment – be sure to answer all questions.

3. Choose the empirically focused treatments (EBPs) showing the most efficacy for the disorder – use something from class presentations, readings or something we have not covered that you have read about and feel is a good fit from your research. You may talk about complementary or alternative treatments for this case if you feel it would be a good fit (e.g. stress reduction techniques, acupuncture) but spend the majority of time on the EBP. You should justify all your treatment choices in terms of the disorder as you defined it. Section should be 3-4 pages long and include references.

4. Choose the social work role(s) that align best with delivery of this treatment from the Bentley book and discuss the SW role in relation to the case. (1-2 pages)

5. If the individual is the same race and gender as you, adjust and alter the delivery of the treatment to a different racial/ethnic group, gender, developmental life-stage, geographic location (rural vs. urban), socio-economic group than is presented in your case (1 page) (make two or more adjustments - e.g. a Latino male in prison with severe depression and substance abuse) Use references here.

6. Discuss who you are as a practitioner – your characteristics including race and gender and what you bring as the ‘practitioner’ to this therapeutic relationship (1 page)

7. What is your view of EBPs (opinion and reflection)? Not counted in the grade.
**Final exam**

30% of grade  
Date: TBA  
Short answer questions will be given in class on topics that have been covered in lecture material and backed up in the reading. You will be given five exam questions the week before the final class. You can prep up the answers to the final at home. No notes or books can be consulted during the final exam. Throughout the course you will be given some indication about the important concepts to keep in mind for the final. There will be a brief review session a week before the final. This final normally takes about an hour to complete.

**Grading**

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<tr>
<td>A+</td>
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<td>A</td>
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<td>59 points or below</td>
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Assignments will be graded numerically, averaged at the end of the semester, other points for missing classes, and/or late papers will be factored in, subtracted from the final numerical grade. The final grade will be converted the letter grade as above for the final grade.

**Required texts:**


**Recommended texts:**


Bentley & Walsh (2006). *The Social Worker and Psychotropic Medication*  
Wadsworth: CA.


SESSION 1  5/12  Introduction to course and each other  
When we refer to serious mental illness what are we talking about?  
What are the current major documents in relation to mental illness?  
Competency-based treatments for severe mental illness (EBPs)  
Review of bio/psycho/social/spiritual model  
What is recovery?  

Film: People Say I'm Crazy  
The Snake Pit  
One Flew Over the Cuckoo’s Nest  

Readings:  
President’s New Freedom Commission on Mental Health  
http://www.mentalhealthcommission.gov/  
Click on the reports to get executive summary of final report  

This text is completely online in PDF format.  
http://www.surgeongeneral.gov/library/mentalhealth/home.html  

Assignment: Review this website for content:  
http://www.whatadifference.samhsa.gov/index.html  

SESSION 2  5/19  A Recovery Framework for Understanding and Treating Mental Illness  
Gender and Mental Illness  
Culture and Stigma  

Readings:  
Drake, Merrens & Lynde  
Casts 1 & 13  
Castillo  
Chaps 1,2,3,4  


Yang et al (2007). Culture and stigma. Social Science and Medicine, 64, 1524-1535.  

Evidence-based Practice in Serious Mental Illness
Cultural Competency in the delivery of services

Readings:
Drake, Merrens & Lynde Chaps 3, 7, 9, 10


SESSION 3  5/26

Depression/Anxiety
Depression and African Americans
Panic Disorder and Agoraphobia
Cognitive Behavior Therapy (CBT) – treatment across age & race

Readings:
Thyer Chap 13 Major Depressive Disorder
Chap 14 Dysthymic Disorder
Chap 15, 16 Panic Disorder and Agoraphobia
Chap 17 OCD

St. John’s Wort and light therapy for depression (Articles on CTools)

Video – Depression on College Campuses

SESSION 4  6/2  
Trauma/PTSD/Suicide
The Burden of Disease
Trauma-Focused CBT

Readings

Thyer & Wodarski  Chap 18
Castillo  Chap 13
Hoffman & Tompson  Chap 10

Medicating social anxiety – Big Bucks, Big Pharma
http://www.democracynow.org/article.pl?sid=07/01/19/1432236

Trauma Focused CBT web-training  http://tfcbt.musc.edu/


SESSION 5  6/9  
Medication Management in Psychiatric Disorders

Readings:

Bentley & Walsh  Chap 3
Bentley & Walsh  Chaps 6 & 7
Bentley  Chap 9
Castillo  Chap 15

SESSION 6  6/16  
Schizophrenia and schizoaffective disorder
Assertive Community Treatment (manualized treatment)
Clubhouse Model

Readings:

Drake, Merrens & Lynde  Chaps 2, 4 & 14
Thyer & Wodarski  Chap 12
Castillo  Chap 14

National Alliance on Mental Illness:  www.nami.org, look at site


Selected sections of Miller & Mason – Diagnosis Schizophrenia – Multicultural perspectives on schizophrenia

Look at Wikipedia – assertive community treatment & follow links

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**SESSION 7  6/23**  
Co-Occurring Disorders: Integrated Dual Disorders Treatment  
Motivational Interviewing/Stages of Change  
Behavioral Treatment for Substance Abuse (manual for groups)

Readings:

Drake, Merrens & Lynde  Chap 5 & 6  
Thyer & Wodarski  Chap 8, 9, 10 & 11  
Castillo  Chap 9


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**SESSION 8  6/30**

Supported Education/Supported Employment

Readings:

Drake, Merrens & Lynde  Chap 16


SESSION 9  7/7  Personality Disorders with an emphasis on Borderline PD  
Diagnostic/assessment/treatment issues  
Dialectical Behavior Therapy (introduction to a treatment manual)

Readings:
- Thyer & Wodarski  Chap 22
- Castillo  Chap 6
- Hofmann and Tompson  Chap 16


SESSION 10  7/14  Families and Psychiatric Illness  
Family Psychoeducation

Readings:
- Drake, Merrens & Lynde  Chap 18
- Bentley  Chap 10
- Hofmann & Tompson  Chap 17


Speakers: NAMI Peer to Peer panel on personal experiences

SESSION 11  7/21  Homelessness/Housing/Legal Issues/Mental Illness & Jail/Outpatient Commitment

Readings:

What is Housing First? National Alliance to End Homelessness  
http://whatalliance.ewashtenaw.org/blueprint – Ending Homelessness in Washtenaw County
Wellness and Illness Self-management
Peer support & consumer run services & self-help

Readings:

Drake, Merrens & Lynde  Chap 17


Introduction to SAMHSA toolkits
http://mentalhealth.samhsa.gov/cmhs/communitysupport/toolkits/about.asp

Readings:

