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 (with special emphasis on relapse prevention), and the delivery of psychosocial treatments 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 in conjunction with mental illness (dual-diagnosis population) 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. A second major focus is on culturally competent and gender-specific interventions and special issues for groups who have been subject to oppression. Privilege and social justice concerns will be a major emphasis of the course. Mental health disparities will be considered in relation to diagnoses, treatment options and case disposition within the mental health system.

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 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 who have been subject to oppression, such as people of color, women, lesbian/gay/bi/transgendered people, the aged, and people with disabilities.

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 in practice in mental health.
6. Plan or 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.

Relationship of the Course to the Four Curricular Themes
- **Social Science and Behavioral Research** is presented throughout the course and includes findings from evaluation studies and intervention research in social work, psychiatry, psychology, anthropology, and sociology.
- **Multiculturalism and Diversity** are 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 access to appropriate services are differentially affected by gender, poverty, race/ethnicity and sexual orientation. 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.
- **Social Justice Issues** have 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.
• **Promotion/Prevention/Treatment/Rehabilitation** 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.

**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 Privilege, Oppression, Diversity and Social Justice (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 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 stigma, 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.

**Course Overview**

**The course will be guided by four important themes:**

1. Understanding people with mental illness from multiple perspectives (including gender, race, ethnicity, culture, privilege, oppression, social justice)
2. Understanding the mental health practitioner roles of social workers
3. Understanding the best evidence practice methods for our work with individuals with severe and persistent mental illness
4. Developing intolerance for poor practices or treatment of mentally ill persons and their families and to acquire the skills and muster the courage to “do things differently” if it will aid these courageous persons to have better lives (Mary Ann Test)

**Course Design and Attendance Expectations**

This course will use a combination of lecture, class discussion, case material, role-plays, group discussion and video material as appropriate. Students are expected to attend all class sessions. **The instructor must be notified in the event of a possible absence due to illness or emergency.**

• **Attendance at each class session is expected.** The learning in this class is experiential. More than 2 absences will result in a reduction in the final grade (½ step from A to A-), and will be subject to decision by the instructor.
• Assignments are expected to be **on time**. Assignments that are turned in late will result in an automatic reduction in the grade for the assignment. **Written assignments are expected to be in the Drop Box on c-Tools by midnight of the assigned date to be considered on time.** Class participation is **strongly encouraged** and is worth 10% of your final grade. If for personal reasons you find class participation to be difficult, please see me.

**Grading**
The requirements listed below are the **minimal expectations** for class assignments, and if followed precisely will result in a “B+” grade for the assignment. A grade higher than “B+” will be given to work that has gone above and beyond the minimal qualifications. This would reflect more thorough, thoughtful and thought provoking work on your part. This will be discussed in detail in class. Feel free to ask questions about this policy!

**Accommodations**
Any Student who has a disability or condition that may interfere with your participation in this course, please feel free to contact me as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000.

**Writing Assistance**
For further assistance with writing, you may go to the Writing Workshop 1139 Angell Hall 764-0429.

**Statement on Plagiarism and Academic Integrity**
All academic dishonesty, including plagiarism, cheating, fabrication, and misrepresentation will be treated seriously. You will find a discussion of plagiarism and other violations academic integrity. Please consult your Student’s Guide to the Master’s in Social Work Degree Program (online).

**Class Requirements**
Progress in this course will be assessed by three assignments. The purpose of the assignments is to develop and enhance your skills in mental health practice.

1. **Reflection on Guest Speaker/Interview/Memoir – Due October 8**
   This Paper is worth 20% of your grade
   Based on in-class presentations Malkia Newman, an interview you conduct with a person receiving mental health services, or a memoir you've read, write a 3-4 page paper that addresses the following:
   a. If you were providing services to this person:
      i. What strengths do you possess that would be helpful to them?
      ii. What about the person or their story would be challenging for you?
      iii. What about the person or their story would be triggering for you?
b. How does this story affect your concept of recovery?
c. How does this story affect your view of the role of the social worker in mental health practice?

2. Group Project/Presentation – Due November 12 or 19
   This project is worth 30% of your grade.
   Working with your chosen group, identify a mental health diagnosis that you have had experience with or that you would like to learn more about.
   a. In a 20-30 minute presentation, your group will identify the following as it pertains to the illness you are studying:
      i. Diagnosis – diagnostic criteria, prevalence in the population, age of onset, common early signs and symptoms
      ii. Disability – in what ways would this illness affect a person’s ability to live their daily life?
      iii. Recovery – what might recovery look like for a person living with this illness? What supports would be important in recovery from this illness?
      iv. Interventions
         1. What might be barriers to intervention when working with this illness?
         2. What evidence-based interventions would be useful in working with this diagnosis?
         3. What non evidence-based interventions might be helpful for this diagnosis?
         4. What is the role of the Social Worker in intervention with this diagnosis?
      v. What did you learn about this illness that will help you in your role as a Social Worker?
   b. Each group will turn in an outline of their evaluation and a one-page reflection from each team member discussing how learning about this illness, and interventions specific to it, will affect their personal social work practice.

3. Case Study – Due December 10
   This paper is worth 40% of your grade.
   In a 7-9 page paper, you will identify an individual, family, group, or community and write a comprehensive case study about your selection. If you do not have a specific client with which you are working, you may use a person you have pervious worked with or with whom you have a non-professional relationship. Case studies should cite at least six references from class readings as they relate to this case study, and a page with your citations. Case studies should include:
   a. Context in which you know this client
   b. A brief description of the presenting problem including DSM IV or 5 diagnosis, demographics, eg. age, race, gender, class, history of the problem, history of mental
health treatment, history of trauma, with all material disguised to protect confidentiality.

c. LOCUS score of client
d. Motivational Assessment – describe the clients stage of change and what indications you have to determine the stage
e. Engagement – describe the nature of the client’s engagement in the helping process.
f. Salient issues or first order problems – basic needs, safety, hospitalizations, homelessness, things that must be addressed first in treatment
g. Intervention Plan – describe the theoretical approach or approaches that are likely to be most effective with this case, and the goals or desired outcomes of the interventions. Describe how you would integrate these goals into a person-centered plan for this person. If you are using more than one theoretical approach, describe how you would integrate these approaches theoretically or apply them sequentially to the case. Discuss any barriers or resistance to client progress, and how these barriers or resistances would be addressed.

h. Any ethical issues that arose in this case.
i. How would you evaluate the efficacy of your work with this client? What would make you think or feel like you have done a good job with this client?
j. Personal reflections discussing:
   a. Your own reaction to working or interacting with this person
   b. In what ways are you uniquely equipped to be helpful to this person?
   c. What about this person was challenging or triggering for you?
   d. How what you learned through working with this person will enhance or change your social work practice.
Course Schedule

Week 1: September 3, 2013
- Introductions, Review of Syllabus, Course Expectations

Week 2: September 10, 2013
- Mental Health Care in the US: Past, Present, Future


Week 3: September 17, 2013
- Understanding Severe and Persistent Mental Illness


**Week 4: September 24, 2013**

- Trauma and Trauma-informed Care
- Guest Speaker: Paul Chute, LMSW – Dearborn Vet Center


**Week 5: October 1, 2013**

- Social Justice and Mental Illness
- Guest Speaker: Malkia Newman – Anti Stigma Team, Community Network Services


Differences in outcomes, completion rates, and perceptions of treatment between white, black, and Hispanic LGBT clients in substance abuse programs. *Journal of Gay & Lesbian Mental Health, 14*(3), 176-200.


**Week 6: October 8, 2013 – Personal Reflection Paper Due**

- Service Delivery in Mental Healthcare


Helpful Information: Assertive Community Treatment EBP Kit
Week 7: October 15 – No Class – Fall Break

Week 8: October 22, 2013
• Co-Occurring Disorders and Integrated Dual Diagnosis Treatment

Integrated Treatment for Co-Occurring Disorders
http://store.samhsa.gov/product/Integrated-Treatment-for-Co-Occurring-Disorders-Evidence-Based-Practices-EBP-KIT/SMA08-4367


Week 9: October 29, 2013
• Borderline Personality Disorder and Dialectical Behavior Therapy

Guest Speaker: Mark Mitchell, LMSW – Bloomfield DBT of Michigan


**Week 10: November 5, 2013**
- Family Psychoeducation


Family Psychoeducation EBP toolkit
http://store.samhsa.gov/product/Family-Psychoeducation-Evidence-Based-Practices-EBP-KIT/SMA09-4423

**Week 11: November 12, 2013**
- Group Presentations

**Week 12: November 19, 2013**
- Group Presentations
Week 13: November 26, 2013

- Psychosocial Rehabilitation
- Supported Employment


Supported Employment EBP Kit
http://store.samhsa.gov/product/Supported-Employment-Evidence-Based-Practices-EBP-KIT/SMA08-4365

Week 14: December 3

- Certified Peer Support Specialists and related programs


**Week 15: December 10 - Case Study Due**

- Practicing Social Work in Mental Health

Guest Panel of Speakers