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.

- **Attendance at each class session is expected.** The learning in this class is experiential. More than two 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 submitted electronically in the assignments section on CTools 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.** As effective social work practice involves the humanity of the social worker, excellent work will include thorough, thoughtful discussion and reflection. 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

Please use bullet points illustrating required information as headings within your papers.

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

1. **Social Work in Practice – Due October 7**
   - **This Paper is worth 30% of your grade**
     - Using a current or past client, someone you know in a personal contest, or yourself, please write a 4-6 page paper that addresses the following:
       a. Introduction to the person
       i. Context in which you have worked with or known this person
       ii. Demographic information
       iii. Personal history of the person
          1. History of mental health treatment/experience of symptoms
          2. Trauma history
          3. Current engagement with services
       b. Describe what you see to be this person’s exiles.
       c. Describe the managers (behaviors) that this person uses to function on a daily basis.
          a. Include your thoughts about why they developed these particular coping strategies in light of their history
       d. Describe this person’s firefighters, and what you perceive to be the triggers that ignite them.
          a. Include your thoughts about the ramifications of the presence of these behaviors in this person’s life
       e. Describe the role stigma has played in this person’s experiences and internal family.
       f. How does this person’s “Internal Family” affect or inform your work with them/your personal social work practice?

2. **Group Project/Presentation – Due November 18 or 25**
   - **This project is worth 40% of your grade.**
     - This will be a 45-60 minute presentation consisting of two parts. In the first you will introduce the class to a specific diagnosis, and in the second you will use a case example to illustrate this diagnosis.
       a. Part 1
          i. Diagnosis – DSM V diagnostic criteria, prevalence in the population, age of onset, common early signs and symptoms
          ii. Common hypothesis regarding the development of the disorder, including psychosocial and biological factors
          iii. How would this disorder affect an individual’s view of self and relationships with others?
          iv. Suggested treatment options for this disorder
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 mezzo- and macro-level interventions might be helpful for this diagnosis?

b. Part 2

i. Use a case example of an actual past or present case you may be working with to illustrate this diagnosis. Please disguise all personal information to protect confidentiality.

1. Introduction to the client – demographics, initial diagnostic impressions of client upon meeting, history of mental health treatment, trauma history
2. Composite LOCUS score for the client, and a brief rational of how you arrived at this score
3. Treatment
   a. Nature of the client’s engagement in treatment
   b. Micro-, mezzo-, and macro-level interventions that have been used or could be used with this client.
   c. Engagement issues unique to this diagnosis
      i. Any barriers or difficulties tied to the symptoms of the illness
   d. Your plan to engage family/natural supports in treatment/Recovery of client
4. Where is this client in their individual recovery journey? What are the small steps and large accomplishments that have been made?
   a. Is this person’s daily life affected by their illness? How so?
   b. What supports have been integral to this person’s recovery journey?

c. Each group will turn in an outline of their presentation on the day of the presentation.
d. Each person will submit a one-page reflection discussing how learning about this illness, and applying it to an actual case, will affect their personal social work practice. This paper will be submitted through CTools by midnight on the day of the presentation.

3. Completion of an Identified Online Program and Personal Reflection – Due by 12/9/14

This assignment is worth 20% of your grade

a. Complete one of the online trainings listed below
   i. IMPACT Online training – a training that introduces you to an evidence-based model of collaborative care management for depression
http://impact-uw.org/training/web.html

ii. NIAAA Online Clinicians Guide to Video Case Studies: Helping Patients Who Drink Too Much

iii. Trauma Focused CBT
   http://tfcbt.musc.edu

b. Write a 2-4 page reflection in which you address the following:
   i. Identify the online program you completed
   ii. Summarize the key skills that were acquired or enhanced based on this online program experience
   iii. Using either concrete experiences or imagining scenarios based on your ongoing cases, discuss how these skills have, or would, affect your personal social work practice

This paper will be submitted through CTools by midnight on December 9.
Course Schedule

Week 1: September 2, 2014
- Introductions, Review of Syllabus, Course Expectations

Week 2: September 9, 2014
- Mental Health Care in the US: Past, Present, Future


Week 3: September 16, 2014
- Understanding Severe and Persistent Mental Illness


**Week 4: September 23, 2014**
- The Person in Mental Health Practice


**Week 5: September 30, 2014**
- Stigma, Social Justice, Suicide, and Mental Illness

Guest Speaker Panel: The Spectrum Center


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 7, 2014 – Paper 1 Due**

- Trauma and Trauma-informed Care
- Guest Speaker: Ellen Chute, LMSW


**Week 7: October 14 – No Class – Fall Break**

**Week 8: October 21, 2014**

- Service Delivery in Mental Healthcare


Helpful Information: Assertive Community Treatment EBP Kit
http://store.samhsa.gov/product/Assertive-Community-Treatment-ACT-Evidence-Based-Practices-EBP-KIT/SMA08-4345

Week 9: October 28, 2014
• 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 10: November 4, 2014
- Borderline Personality Disorder and Dialectical Behavior Therapy
  Guest Speaker: Mark Mitchell, LMSW – Community Network Services


Week 11: November 11, 2014
- Family Psychoeducation


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

Week 12: November 18, 2014
• Group Presentations

Week 13: November 25, 2014
• Group Presentations

Week 14: December 2, 2014
• Recovery Enhancements


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


Week 15: December 9 – Online Training Assignment due no later than today
• Practicing Social Work in Mental Health – Wrap up and conclusions