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 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

This course will teach assessment of major, severe mental illnesses and substance abuse problems with a review of research literature looking at etiology, prevalence, efficacy of treatment interventions, outcomes of psychosocial interventions. Ethical issues and values central to social work will be stressed in all classes. Family interventions will be highlighted as well as rehabilitation techniques. Major concepts of recovery, empowerment, stigma will be addressed. The various models of intervention (i.e. self-help, twelve-step, cognitive/behavioral, biological, psychoeducation, family systems etc.) will be taught with regards to their differential application. Policy implications of managed care and community mental health programs will be addressed as they relate to practice concerns. Knowledge of the relationship between macro-micro system interventions in mental health including methods for resource acquisition and system change as well as effective advocacy skills will be stressed. Knowledge of the relationship between mental health and other social systems (e.g. health, education, social services, etc) and of methods to improve cooperation and co-ordination including interdisciplinary teamwork, case conferences, interagency collaboration will be highlighted. Model programs will be introduced as examples of excellent care and practice. Poverty and homelessness will be stressed as important mental health concerns for
social work practice. The course will emphasize a strengths-based perspective and how to integrate biological/medical concepts with social work practice. Gender, race, class and ethnicity will be integrated into all discussions of assessment and practice issues.

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 purpose of promoting mental health, early intervention, treatment, and continuing service, with an emphasis placed on problems faced by people who suffer from severe and persistent mental illness, substance abuse, and/or 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.

Course Design

This course focuses on practice models, challenges, and critical perspectives for practice in mental health care, including the culturally competent promotion of mental health care; the prevention / assessment / treatment of mental illness, and interdisciplinary approached to psychosocial treatment and rehabilitation services. A major focus will be on the empowerment of individuals with mental health problems to increase their functioning in the least restrictive settings with the least amount of ongoing professional intervention. This course has a specific emphasis on acquiring an understanding of the dilemmas faced by people who suffer from severe and persistent mental illnesses and the consequences of mental illnesses diagnoses, psychiatric treatments and social stigma. We will focus on problems related to substance abuse, and the psychological aftermath of traumatic experience. Using culture, race, class, privilege, and gender as critical lenses, we will review multiple perspectives (client/consumer, the family member, the professional) on the role of psychiatric perspectives in the conceptualizing and structuring of the foundations for mental health services and the role of social work in the provision of these services. Our readings will highlight first person accounts, memoirs, and case studies that describe experiences of the onset and development of mental disorders, including major depression, bipolar illness and schizophrenia as well as the individuals’ complex experiences with the mental health system and mental health professionals.

Class Format

Classes will utilize assigned readings and lecture material as the basis for in-class activities.
Relationship to 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 help 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 changes in these conditions or preventing them will be stressed.

Relationship to Social Work 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 the 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 backyard” phenomenon.

Format of the Course

The objectives of the course will be pursued through readings, lectures, class discussions, class activities, and guest speakers. The following is a summary of the evaluation of student learning. Specific details for each is provided on the course site.

Texts and Course Materials

Please refer to the course site for required text and other course-related materials. Please note that this
course will draw heavily from peer-reviewed scientific journals and other quality learning materials obtained in various formats (e.g., audio and video files) online. These materials, to the extent possible, will be provided on the course site.

Class Schedule and Readings
Please refer to the course site for the class schedule and readings. Please note that readings are subject to change, up to two weeks prior to the scheduled class. This will allow new readings to be integrated as they become available.

Attendance Policy
Students are free to two classes for any reason (e.g., personal, sick, religious holidays) without detriment to their grade. Each subsequent class missed will result in a full letter grade reduction. Please do not contact the course instructor about planned or unplanned absences. It is the responsibility of the student to obtain missed information from other students.

Summary of Assignments & Evaluation

Exams  (2 @ 35 points each, 70 points total)
Exams will include all material covered in the readings, lectures, activities, and assignments. The format of the exam will include multiple choice, true/false, short-answer, and essay. The final exam is comprehensive of all course content.

Quizzes and in-class assignments (20 points)
Each week the instructor will give an in-class assignment or a time-limited quiz (or both) that is worth two points. Quizzes will typically be administered at the very beginning of class or immediately following break, although the instructor reserves the right to administer these at anytime during the class. Students who miss either part or all of the quiz due to an absence or tardiness will not be allowed to make-up or complete the quiz at a later time.

Every student will have the opportunity to 1) drop their lowest score, and 2) replace the second-lowest score with the maximum point value (2). This policy is made to coincide with the course attendance policy. In other words, students who miss two classes will not have the opportunity to take the quiz or complete the in-class assignment, but these two scores are adjusted.

Assignments (2 @ 5 points each, 10 points total)
Students will complete two online training in an evidence-based practice. The details of these assignments are provided on Ctools. Please note that the due dates and times. Late assignments will not be accepted.
Academic integrity

This course adheres to the LS&A statement: “The LSA undergraduate academic community, like all communities, functions best when its members treat one another with honesty, fairness, respect, and trust. The College holds all members of its community to high standards of scholarship and integrity. To accomplish its mission of providing an optimal educational environment and developing leaders of society, the College promotes the assumption of personal responsibility and integrity and prohibits all forms of academic dishonesty and misconduct. Academic dishonesty may be understood as any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. Conduct, without regard to motive, that violates the academic integrity and ethical standards of the College community cannot be tolerated. The College seeks vigorously to achieve compliance with its community standards of academic integrity. Violations of the standards will not be tolerated and will result in serious consequences and disciplinary action.”

Plagiarism is cheating. Any student caught plagiarizing or cheating in any way will earn a failing grade in this course and may be expelled from The University of Michigan. There are no exceptions. Please make sure that you understand what constitutes plagiarism or cheating.

Final grade

The final grade for this course will be based on the following rating scheme:

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