As an instructor, I encourage students to participate actively during class in order to create a safe and open learning environment for all students. My pedagogy is to learn by engaging in action to apply knowledge in practice. This classroom will be utilized as a vehicle for student learners to transition into advanced level practitioners prepared to enter the workforce as competent professionals.

By utilizing the core competencies of social work education, students will be guided to develop an ability to deliver mental health services as culturally and professionally responsible practitioners.

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.

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.

Instructor Expectations

Please review the syllabus and expectations in its entirety prior to committing to complete this course under my instruction. The syllabus is considered a working document and may be changed or altered at the discretion of the instructor.

Classroom Conduct:

Students should plan to attend each class prepared to participate. If students are unable to attend or participate in the scheduled session, an email to the instructor is required. If more than two absences occur without contacting the instructor, the student will not receive 50% of the credit for points.

Students are expected to respect the ideas and comments of others and be prepared to learn and educate in a respectful manner. Students that are unable to participate in respectful dialogue will be asked to exit the classroom and will not receive points for attendance or participation.

Instructor Contact

Students needing to contact the instructor are asked to do so via email at daiciars@umich.edu. Students will need to communicate utilizing professional standards and include their name, course and if they are requesting a response.

Communications requesting a response will be addressed within 72 business hours during the semester.

Communications that utilize informal language such as Hey, What's Up, etc, will not receive a response.

Students that wish to meet with the instructor should email the instructor with the preferred date and time frame (before or after class).

Professionalism

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.

If a student has concerns, they should discuss concerns with the instructor to identify potential resolutions.

ADDITIONAL INFORMATION

In the event of a session cancellation, an announcement will be posted via Canvas.

Instructor reserves the right to make adjustments and/or accommodations as necessary.

MSW STUDENT GUIDE
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 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.

TO SOCIAL WORK ETHICS AND VALUES

*NASW CODE OF ETHICS*

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.

INCLUSION IN THE CLASSROOM

Any student who feels that s/he may need an accommodation for any type of disability (physical, mental or learning, temporary as well as chronic), please feel free to contact me at any time during the semester so that we can discuss options that will enable you to complete the course responsibilities.

For further assistance with writing, you may go to the Writing Workshop 1139 Angell Hall (734)764-0429.

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. It is the responsibility of the student to obtain missed information from other students.
Grading will be based on reflection of readings, classroom participation and the final presentation.

1. **Reading** and Reflection Paper. You will be responsible for submitting a comprehensive reflection paper based on the reading of your choice.

2. **Classroom work.** You will be graded on your attendance and participation. For each class that is missed and/or not participated in (after the 2nd absence), 10 points will be deducted from your total participation points.

3. **Final presentation** of your case. Students grades will be based on the following five requirements
   - A. Define the severe and persistent mental health disorder based on DSM V (50 points)
   - B. Provide an overview of the bio-psychosocial assessment including clinical impressions (50 points)
   - C. Present a treatment plan that includes an evidence-based intervention strategy (50 points)
   - D. Identify implications and considerations to treatment (50 points)

Grades will be determined using the following format.

1. Reflection paper 50 points
2. Class Participation 50 points
   - Attendance and in class discussions
3. Final Presentation 200 points
4. Final Letter 100 points

Total 400 points
READING AND REFLECTION PAPER

50 points

PURPOSE

The purpose of the reading and reflection is to ensure that students are able to gain an understanding of behavioral health by recognizing the “client” as the expert. When completing the reflection, students should be able to understand the intersections of culture and mental illness. Critical thinking should be advanced throughout the course and be evidenced in the reflection.

Reading and Reflection Paper grades will be based on the following requirements:

A. Student is able to identify why they selected the chosen reading, personal responses to the story.
B. Student is able to describe the writer’s experience, moments of distress and response to accepting/rejecting their illness.
C. Student is able to identify how gender, race, class, historical context, etc. impact the experience of the writer.
D. Student is able to describe the impacts of others with their illness/disability with a specific emphasis on the therapeutic relationship(s).

Students are able to select their own text and must submit title and author to instructor by June 6.
A list of suggestions can be found on Canvas.

CLASSROOM WORK AND PARTICIPATION

50 points

PURPOSE

The purpose of classroom work and participation is to encourage a setting in which students share information and learn from each other.

CLASSROOM AND PARTICIPATION grades will be based on the following requirements:

A. Attend class on time and prepared for class. (3 points)
B. Participate in classroom discussion and activities (2 points)
FINAL PRESENTATION:
Group Case Review
200 points

PURPOSE

The purpose of the paper/presentation is to provide you with the opportunity to think methodically about a topic that is significant to the social work profession and the issues surrounding mental illness and chemical dependency. Policy can be grounded in judicial decisions, legislative policy and administrative policy. You can analyze a policy from your agency, state, local or federal government. You will be researching the population, social issue and or public interest applicable to the topic you choose.

Class presentation: Presentation grade will be based on the following requirements:

A. Presentations should not exceed 20 minutes
B. Students will submit an outline of their presentation which briefly covers the main points of the Case Review as described below. The outline should be 1-2 pages, typed or a copy of the power point presentation. Outline must be provided to instructor prior to the presentation or 15 points will be deducted.
C. Students will provide tool kit information on selected Evidence-Based Practice selected.
D. Students will attach a bibliography with a minimum of 5 references for your presentation

CASE REVIEW CONSIDERATIONS

ENGAGEMENT: Your plan to engage the client/family, and how you might intervene using therapeutic principles.

ASSESSMENT: A brief introduction to your client and family– demographics, initial diagnostic impressions based on your intake (with explanation of what led you to these determinations.) 2. A tentative diagnosis with explanation of what led you to the diagnosis – was there any dissention in the treatment team, what discussion was there over the possible cultural influences in the choice of diagnosis, etc.

PLANNING: Goals, Objectives that were developed to address your client/family’s issues

INTERVENTION: Choose an empirically focused treatment for that disorder – use something from class presentations or something we have not covered that you feel is a good fit. You may talk about complementary or alternative treatments for this case. You should justify your choices in terms of the disorder as you defined it. Adjust and alter the delivery of the treatment for a particular ethnic group, gender, developmental life-stage, location, socio-economic group that is presented in your case

COMMUNITY RESOURCES: Student will identify community resources that would support the client/family with desired outcomes.

IMPLICATIONS TO TREATMENT: What implications to treatment was the clinician mindful of? This may be very unique to the presenter/group

EVALUATION: Describe your plan for evaluating the progress of goals and objectives.
Final Letter to Next Cohort

100 points

PURPOSE

The purpose of the final letter to next cohort is to reflect and evaluate the learning that has occurred during the term and to support the next cohort of students in being prepared for success in the course.

Final letter to next cohort grade will be based on providing a one page letter describing personal evaluation of the skills and knowledge gained and information on ways to be successful in the course.

a. SKILLS GAINED
b. KNOWLEDGE OBTAINED
c. STRATEGIES FOR SUCCESS
Course Schedule*
Subject to change as needed

5/9: Introduction to Mental Health
   Historical Context
   Role of the social worker

5/16: Mental Health Disorders
   DSM
   Signs, Symptoms and Diagnosing
   Crisis Intervention

5/23: Evidence Based Practice
   Examples, Challenges, Cultural Consideration

5/30: MEMORIAL DAY: NO CLASS

6/6: System of Care
   Access to discharge

6/13: Utilizing the core competencies
   Engagement
   Utilizing the core competencies
   Assessment

6/20: Utilizing the core competencies
   Planning

6/27: Utilizing the core competencies
   Interventions
   Utilizing the core competencies
   Evaluation

7/4: INDEPENDENCE DAY: NO CLASS

7/11: Integrated Healthcare
   *Reflection Paper Due

7/18: Social Justice Challenges
   Homelessness, Housing, Justice

7/25: Group Presentations
   *Final Letter Due
   Groups sign up here!

8/1: Final Meeting/Follow up with Instructor
   *Final Letter Due