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 (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.

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
ehance 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.

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 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.

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

5. 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 accesses 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.

6. Relationship of This Course to Social Work Values and 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 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.
7. Teaching Philosophy and Format of Course

It is a tremendous privilege to teach at the School of Social Work. My goal is to create a challenging and supportive learning environment. The tumultuous social and political landscape of our world requires that we explore the current events that have a direct impact on social policies and the clients and communities students are preparing to serve. I am intentional about modeling values of respect and the exploration of ideas. I utilize the framework of the Multicultural Ground Rules (from The Program on Intergroup Relations, University of Michigan). I bring my passion about Social Work to teaching and work to base every learning experience in the core social justice mission that defines our field. Historically, students have experienced a divide between macro and clinical social work. I enjoy addressing this divide in the classroom and utilizing the social justice mission to bridge the divide. Helping students explore and understand how Clinical Social Work is unique and different from Psychology and other counseling fields of study is an important guiding principle of my philosophy that I work to integrate into the classroom lectures, discussions and assignments.

This class will offer a variety of learning modalities to explore the provision of social work services to families. A core learning experience will include the semester-long family role play to explore concepts of sibling dynamics, parental conflicts, and use of a variety therapeutic modalities. Lecture, discussion, video, and case examples will be primary learning modalities.

Accommodation for Disability Statement

If you need an accommodation for a disability, please schedule a private appointment with me as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate academic accommodations. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000.

Academic Conduct

The conduct of a student enrolled in courses offered by the School of Social Work should be consistent with that of a professional person. Courtesy, honesty, and respect should be shown by students toward faculty members, guest lecturers, administrative support staff, and fellow students. Similarly, students should expect faculty to treat them fairly, showing respect for their ideas and opinions and striving to help them achieve maximum benefits from their experience.

University of Michigan Statement On Civility

The University of Michigan is a leader in education, research, and patient care. To sustain that leadership, we promote a healthy social and emotional work culture. We value all members of
our community, and we know that a civil and considerate environment is integral to the health and well-being of students, faculty, and staff. The purpose of this statement is to foster good relationships throughout the University community.

We aspire to treat each other well, by adopting the following attitudes and behaviors: **Choose kindness.** Always treat each other with consideration and respect, whether in person, on the phone, over email, or on social media. **Think the best.** Assume we are all trying to do the right thing. Put yourself in the other person’s shoes, and be flexible and patient with others. **Act in a supportive way.** Encourage each other. Acknowledge each other’s contributions, and lend a hand when others need help. Be inclusive and welcoming.

### Academic Misconduct

Student academic misconduct refers to behavior that may include plagiarism, cheating, fabrication, falsification of records or official documents, intentional misuse of equipment or materials (including library materials), and aiding and abetting the perpetration of such acts. The preparation of reports, papers, and examinations, assigned on an individual basis, must represent each student’s own effort. Reference sources should be indicated clearly. The use of assistance from other students or aids of any kind during a written examination, except when the use of aids such as electronic devices, books or notes has been approved by an instructor, is a violation of the standard of academic conduct. Plagiarism – not referencing another’s words or ideas – is a violation of academic integrity and will be grounds for failure on an assignment. In addition, papers that are completed for another course are not acceptable and will be assigned 0 points. Additional resources for discussions of academic conduct and integrity include the School of Social Work and the Center for Research on Learning and Teaching (CRLT). Please refer to the Student Guide to the Master’s in Social Work Degree Program 2007-2008 for further discussion of appropriate academic conduct.

### 8. Writing Assistance

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

### 9. 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).

Assignments are expected to be handed in on their due dates in the format designated on the assignment description posted on Canvas. Assignments will be marked down 5% for every day late. If you are experiencing difficulty with course assignments, it is your responsibility to contact the instructor.

The criteria for each grade follows:
A+ = 99-100
A = 95-98
A- = 91-94
B+ = 88-90
B = 85-87
B- = 81-84
C+ = 78-80
C = 75-77
C- = 71-74
D = 65-70
E = less than 65

**Required Readings:**

Readings are listed on the course schedule. It is your responsibility to have read and be ready to discuss the articles listed on the date assigned. You can access these articles on your Canvas site for the course.

You will need to select one of the following texts for Paper #2.

- **Drinking: A Love Story** by Caroline Knapp, 1997 Dial Press
- **Cuz: The Life and Ties of Michael A.** by Danielle Allen, Live Right Publishing Corporation.

**Recommended Reading:**

DSM 5

**Assignments, Evaluation and Grading:**

Class requirements include: class participation, written projects and presentations. Instructions for the assignments will be posted on the CANVAS. Your final grade will be determined by the following components:

<table>
<thead>
<tr>
<th>Points</th>
<th>Class Participation &amp; Grading Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>Regularly makes helpful, relevant contributions and observations to class</td>
</tr>
</tbody>
</table>

Class Participation (40pts)

You are expected to attend every class. Your grade will be negatively affected if you miss any class without prior communication with the instructor. Make-up assignments for missed classes may be required. You are expected to contribute to a positive learning environment in the manner that best fits your learning style. Each of us participates differently, and I will strive to honor that diversity among us. The following evaluation criteria is used when determining your participation grade:
discussions that challenge/encourage other learners to think about the material in new ways. Actively participates in small-group discussions. Actively attends to lectures and discussions. Attends class regularly and shows up on time. Consistently demonstrates that she/he has read the assigned material.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>Often makes helpful, relevant contributions to class discussions. Often participates in small-group discussions. Often pays attention to lectures and discussions. Attends class regularly and shows up on time. Demonstrates that s/he has usually read the assigned material.</td>
</tr>
<tr>
<td>30</td>
<td>Occasionally contributes to class discussions. Participates to some extent in small-group discussions. Is attentive to lectures and discussions. Attends class regularly and shows up on time. Demonstrates that s/he has usually read the assigned material.</td>
</tr>
<tr>
<td>10-25</td>
<td>Rarely contributes to or is prepared for small-group discussions. Does not attend regularly or is often tardy. Inattentive to lectures and discussions and has not read the assigned material. Directs disrespectful verbal and/or non-verbal behaviors towards others in the classroom.</td>
</tr>
</tbody>
</table>

**Multicultural Ground Rules** (from The Program on Intergroup Relations, University of Michigan)

1. Our primary commitment is to learn from each other, from course materials and from our work. We acknowledge differences amongst us in backgrounds, skills, interests, values, scholarly orientations and experience.

2. We acknowledge that sexism, classism, racism, heterosexism, and other forms of discrimination (religion, age, ability, language, education, size, geographic location etc.) exist and may surface from time to time.

3. We acknowledge that one of the meanings of sexism, classism, racism is that we have been systematically taught misinformation about our own group and members of devalued groups. The same is true about elitism and other forms of prejudice or bias - we are taught misinformation about others and ourselves.

4. We will try not to blame people for the misinformation we have learned. However, we hold each other responsible for not repeating misinformation or offensive behavior after we have learned otherwise. 5. Victims should not be blamed for their oppression.

6. We assume that people are always doing the best they can, both to learn the material and to behave in non-biased and multiculturally productive ways.

7. We will share information about our groups with other members of the class, and will not demean, devalue, or "put down" people for their experiences or lack of experiences.

8. We will actively pursue opportunities to learn about our own groups and those of other
groups, yet not enter or invade others' privacy when unwanted.

9. We each have an obligation to actively combat the myths and stereotypes about our own groups and other groups so that we can break down the walls which prohibit individual development, group progress and cooperation and group gain.

10. We want to create a safe atmosphere for open discussion. Members of the class may wish to make a comment verbally or in an assignment that they do not want repeated outside the classroom. Therefore, the instructor and participants will agree not to repeat the remarks outside the session that links a person with his/her identity.

11. We will challenge the idea or the practice, but not the person.

12. We will speak our discomfort.

13. Are there other ground rules that the class would like to add...?

Written Paper: Self Reflection (100pts)
Due: 6/18/18
Format: Upload to Canvas
This self-reflection will provide an opportunity to consider an assigned reading or case study presented in light of your own experiences. You should consider personal and practice experience as well as dilemmas you have or currently face in your work.

Written Paper: Case Study (200pts)
Due: 7/2/18
Format: Upload to Canvas
You may select a biography or memoir from the list:

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


The individual or family in this text is your client. Select a time period of intervention from your client’s life. The paper will provide a narrative summary of your client at the point of their life you are meeting them for treatment, an assessment, diagnosis and treatment plan. The text should provide symptoms you will reference in your diagnosis and assessment. Details for this assignment can be found on the course Canvas site under “Assignments.”

Treatment Team Group Project (180pts)
Due Date: Follow the Summary of findings listed in the right column below.

You will be assigned to a small group based on a feedback on your social work areas of interest and learning style. You will work in this group on one specific case throughout the semester. All team discussion can be accomplished in class. Each team member should be responsible for summarizing your findings for a particular week. This is a 2-3 page typed summary that is completed outside of class time.

<table>
<thead>
<tr>
<th>Discussion</th>
<th>Summary of Findings Due:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/21/18</td>
<td>Assessment (30pts)</td>
</tr>
<tr>
<td>6/4/18</td>
<td>Goal Setting / Tx Planning (30pts)</td>
</tr>
<tr>
<td>6/11/18</td>
<td>Coordination with Psychiatry (30pts)</td>
</tr>
<tr>
<td>6/18/18</td>
<td>Utilizing Family Tx &amp; Psychoeducation(30pts)</td>
</tr>
<tr>
<td>7/2/18</td>
<td>Community Resources/Self Education(30pts)</td>
</tr>
<tr>
<td></td>
<td>Treatment Team Group Project (40pts)</td>
</tr>
<tr>
<td>7/9/18</td>
<td>Bringing it together: Designing Presentation</td>
</tr>
</tbody>
</table>

It is required that each member of the group play a role in summarizing material in the form of a written document as well as playing a role in the presentation of the material. On the last 2 days of class each group will have 20 minutes to present their case. Presentation of material will include:

- An introduction to the client and family
- Diagnosis
- Treatment goals and objectives
- Plan for engagement
- Coordination with additional services
- Self insights

**Course Schedule and Assigned Readings:**
(Listed readings should be completed on the date they are listed)

All readings can be located on the Canvas course site.

**Week 1: 5/7/18**

**Defining Mental Health Care: A Wellness vs. Illness Model of Assessment and Treatment**


**Week 2: 5/14/18**

**Severe and Persistent Mental Illness**


**Week 3: 5/21/18**

**Trauma and Trauma-Informed Care**


**5/28/18 NO CLASS**

**Week 4: 6/4/18**

**Treatment with Families and Communities**


American Journal of Family Therapy, 41 (2): 110-120.


Week 5: 6/11/18
Co-Occurring Disorders and Addiction


Week 6: 6/18/18
Stigma, Social Justice and Mental Health


Thompson, R. &Oi Hasin, D. (2012). Psychiatric Disorder and Treatment Among Newly Homeless Young Adults with Histories of Foster Care, Psychiatric Services, 63 (9): 906-912.

Week 7: 6/25/18
Mental Health and Criminal Justice Systems


Week 8: 7/2/18
Mental Health Disparities and Service Delivery in Mental Healthcare


Zimiles, E. Suicide and Soul Wound: Stress, Coping and Culture in the American Indian and Alaska Native Youth Context, Columbia Social Work Review, Volume IV.

Week 9: 7/9/18
Attachment Disorders, Pathology and Healing


Fonagy, P. Attachment and Borderline Personality Disorder, Clinical Health Psychology.

Week 10: 7/16/18
Recovery and Reintegration
Week 11: 7/23/18 LAST CLASS 😊