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 treatment 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, 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. Culturally competent and gender-specific interventions are a major emphasis of the course, as are special mental health issues for groups who have been subject to oppression. Special attention will be devoted to evidence-based treatments for mental health problems.

COURSE CONTENT

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 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. The various models of intervention (i.e. self-help, CBT, DBT, biological, psychoeducation, 12-step, family systems etc.) will be taught with regards to their differential application. 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. Assessments and interventions for severe mental illnesses and substance abuse problems will be based upon a review of research literature looking at etiology, prevalence, efficacy of treatment interventions, outcomes of psychosocial interventions. 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 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 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.

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.

7. Accommodation for Disability Statement
   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.

8. Writing Assistance
   For further assistance with writing, you may go to the Writing Workshop 1139 Angell Hall 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).

Course Assignments, Requirements, and Grading
10% of your grade will be based on class participation. Class participation will be graded according to attendance, currency in reading, and participation in group discussions. Class attendance will be taken weekly. The major assignments for the course will be articulated below.

The fine print is for problems that hopefully won’t arise. But just in case, here are the rules: If more than two sessions are missed—whatever the reason—the grade will be lowered five points for each session over two unless the session is made up. To make up a session find out from other students what was covered in the missed sessions and develop a make-up plan to be submitted via email for my approval. The plan should focus on the topic of the missed session, and should involve four or more hours of effort.

Papers are expected to be handed in on their due dates and papers must meet all academic standards for ethical documentation. Papers will be marked down 5% for every day late and are due at the beginning of class on the “due date.”
Letter grades ranging from “A” to “E” are earned, with “+” or “-” distinguishing the degree of performance. Specific expectations for each assignment are provided in a later section of this syllabus.

Both content and format will be considered in assigning grades. Failure to follow APA guidelines for referencing will result in a lower grade. Each assignment will be given points and a corresponding letter grade. The criteria for each grade are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tr>
<td>A+</td>
<td>99-100</td>
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<tr>
<td>A</td>
<td>95-98</td>
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<td>A-</td>
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<td>B+</td>
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<td>C-</td>
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<td>D</td>
<td>65-70</td>
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<tr>
<td>E</td>
<td>less than 65</td>
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</tbody>
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Please note: A grade of B indicates mastery of the subject content at a level of expected competency for graduate study. A B grade indicates that the work has met the expectations of an assignment for graduate student performance. A grade in the A range is based on demonstration of skills beyond expected competency and at an exemplary, outstanding or excellent degree. A C grade range indicates minimal understanding of subject content and significant areas need improvement.

**Work Expectation: Course Overview**

The course will be guided by four important themes:

- **A) Understanding people with mental illness from multiple perspectives (including gender, race, ethnicity, culture, privilege, oppression, social justice)**

- **B) Understanding the mental health practitioner roles of social workers**

- **C) Understanding the best evidence practice methods for our work with individuals with severe and persistent mental illness**

- **D) 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**
**Graded Work**

Course Grades will be based on three papers, one exam and on class participation.

**Assignment 1: Completion of an Identified Online Program and Evaluation Summary**

Length: 6-8 pages
20% of Course Grade
Due: June 11

Please complete one of the following online programs. These programs are designed for professionals to keep current and to learn new evidence-based or empirically supported interventions.

1.) Free training Webinar offered by ADAA (Anxiety and Depression Association of America)


4) Trauma Focused CBT Web Training [https://tfcbt2.musc.edu/](https://tfcbt2.musc.edu/)

5) CSAP Online Pathways Prevention Programs (topic areas: suicide prevention, bullying, alcohol abuse and violence against women, substance abuse and older adults and elder abuse) [https://www.samhsa.gov/capt/tools-learning-resources/prevention-training-now](https://www.samhsa.gov/capt/tools-learning-resources/prevention-training-now)

6) Other – If you research and find an online program that you think may be appropriate for this assignment, email Prof. Lokers as soon as possible. She will review the program and determine eligibility.
After you have completed the online program, you need to evaluate the experience as a “learner” and as a program design and training consultant.

As a “learner,” please address the following areas in a 3-4 page evaluation summary of your online program experience:

- Identify the Online Program that You Completed (Indicate how long it took you to complete the program/attach a certificate of completion to this assignment if possible)
- Summarize the key skills you acquired or enhanced based on this online program experience
- Discuss either how you have used or can see yourself using (or both) these skills, using either concrete experiences or “imagining” scenarios based on either your ongoing cases or cases you have observed in the “field”

Taking on a program design and training consultant role (3-4 pages):

- Indicate the target population best served by the current program format.
- Identify the strengths of this online program related to content, formatting and types of media used.
- Identify areas for improvement in the online learning experience for this program related to content, formatting and types of media used.
- Address how well this online training program takes into consideration the diversity present within consumer populations, geographic differences, training differences related to learning styles and other contextual factors that can impact on the usefulness of the online training program.

Grading:
11 Points – how well does author communicate what she/he has learned from the Online Program, have these learning points been translated into concrete skills, and practicalized
11 Points – how well does the author share both the strengths/“areas for improvement” of the Program, are issues of diversity addressed
3 Points – organization, grammar

*Paper 2 – Reviewing a case – Diagnosis, assessment, treatment strategies and cultural implications for treatment*

30% of grade

Length 8-10 pages Due: Last Day of class

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Each student will choose an individual/family case which will involve thought about assessment, diagnosis, understanding cultural implications and identifying intervention strategies and resources. If you are not seeing individuals/families, you can use a case from one of the listed memoirs. Examples of challenges related to treatment and service delivery in the case might include:

- Problem of violence and mental illness
- Problems related to dual disorders
- Challenges of working on an interdisciplinary team
- Incorporating alternative and complementary treatments
- Services for families and care-givers
- Innovative community-based treatments and restrictions to executing those evidence-based treatments

The paper will have 5 parts:

1. **(15 points)** Define the severe and persistent mental health disorder represented in your case (Discuss disorder features and use the DSM multi-axial assessment in the first section of the paper to describe your case) – 1 page

2. **(35 points)** Provide a cultural understanding of the case rooted in the following domains:
   1. **the individual domain:** looking at ascribed characteristics (race, biological sex, nationality, etc., achieved characteristics (education, gender, social position), and experiences related to this domain (experiences of oppression, privilege, )
   2. **the family domain:** looking at family culture – roles, expectations of youth behaviors, identifications, affiliations, understandings about mental illness, mental health treatment- and the differences between “family culture” and the “treatment” culture

1. (you can skip this domain if you have chosen a client or family who is not being seen in an actual agency) **the organizational domain:** what is the culture of the organization that is delivering treatment – is there a team approach, an openness to new therapeutic approaches, is there client-clinician collaboration encouraged, clinician-clinician collaboration encouraged, agency- agency collaboration encouraged…
2. **the community, societal domain:** what are the structural, and policy-driven issues that impact the various systems in the community – health-care system, public safety system, legal system, etc., etc.
3. **(20 points)** 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. (2-3 pages) Use references. This should be a separate intervention than is addressed in your Simmersion Experience paper.

4. **(10 points)** 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 (1 page)

5. **(10 points)** Discuss who you are as a practitioner – your characteristics and what you bring as the ‘treater’ in this therapeutic relationship (1 page)

6. **(10 points)** Grammatically correct, professionally written

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**Paper 3- Experience Reflection Paper on SIMulation training**

10% of grade for simulated exercises

10% for reflection paper on one of the interventions (CBT for Depression or Bipolar, CBT for Anxiety Disorder, or Motivational Interviewing)

**Simulated Exercises**

Students will login to the SIMmersion Training Center to practice sharpening their practical knowledge of how to deliver CBT and Motivational Interviewing techniques to a client. These cutting-edge CBT simulations are not yet publically available and provide students with exposure to practicing therapeutic skills with a client in a safe and secure setting. Moreover, as students begin mastering their skills they can also explore what happens when ineffective approaches are made in a therapeutic context and how these approaches can impact rapport with a client.

To earn their 10% grade for the simulation portion of the exercise, students will be expected to:

1. Score 90% or better at least once for each simulated character
2. Complete at least 4 simulations per character
   - it may take more than 4 simulations per character to score 90 or better.

A description of the simulations are below.

**Introducing CBT with Tanisha Mosley**
This simulation gives the student an opportunity to explain CBT to a client, which equips the student in learning about CBT and about how to discuss it with a client. The student is given the opportunity to explain different aspects of CBT to the client (Tanisha). Topics include: why CBT over other treatment plans; the connection between thoughts, feelings, and behaviors; patterns in behavior; the roles of the therapist and the client in the treatment; the purpose of homework. The student is given the opportunity to give Tanisha illustrations and diagrams of how CBT works. In addition, students practice ensuring client understanding, using collaborative language, utilizing a conversational tone, demonstrating empathy, individualizing CBT to a client, setting an agenda, and assigning homework.

**CBT Functional Analysis with Roger Ellison**

Using a self-monitoring worksheet, the student will examine a recent drinking episode and work with the client (Roger) to show how his thoughts, feelings, and events in the recent episode might be interacting. In addition to doing a functional analysis, students practice using collaborative language, utilizing a conversational tone, demonstrating empathy, individualizing CBT to a client, setting an agenda, and assigning homework.

**Brief Motivational Intervention with Gabe Turner**

This simulation gives students the opportunity to practice a brief intervention focused on motivating a client (Gabe Turner) to engage in behavioral change. In order to engage the client, the student will need to use Motivational Interviewing techniques. In the conversation, the student is given the opportunity to walk through the process of Motivational Interviewing (Engage, Focus, Evoke, Plan). Other techniques the student can practice include: developing a sense of collaboration, displaying empathy, being sensitive to the client's needs, using OARS, using rulers, and eliciting change talk. Finally, this simulation has a cultural sensitivity component included. Throughout the simulation, the student will have the opportunity to learn an effective method to demonstrate cultural sensitivity to the client.

**Experience Reflection Paper on Simulation training**

10% for reflection paper on one of the interventions (CBT for Depression or Bipolar, CBT for Anxiety Disorder, or Motivational Interviewing)

After you have completed the simmersion program, you need to write a reflection paper on an intervention or method used in the exercises. The invention or method can be CBT for any of the identified diagnoses discussed in class or motivational interviewing targeting a variety of behaviors.

Examples include: CBT for Depression, CBT for Bipolar, CBT for an Anxiety Disorder, CBT for Psychosis, Motivational Interviewing for Substance Abuse, Motivational Interviewing for Depression Treatment, etc.

Please address the following areas in a 5-7 page reflection summary of your chosen intervention and the simmersion program experience:

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• Identify the Intervention Chosen and why this approach is of interest
• Summarize the research support for the identified intervention using literature review of peer reviewed articles. What components of your intervention have been included in manualized treatment? What are the response rates in research settings? (looking at meta-analyses research can be particularly helpful)
• Discuss either how you have used or can see yourself using (or both) these specific skills, using either concrete experiences or “imagining” scenarios based on either your ongoing cases or cases you have observed in the “field”
• How widely is this method used in therapy? Address barriers to dissemination of the intervention/method. Are there cross-cultural concerns in implementing this approach?
• How effective did you find the practice of CBT or motivational interviewing to be in the immersion exercises? What could have made the exercises more beneficial?
• What do you see as a challenge for you learning CBT or Motivational Interviewing as a social work student?

Grading:

80 Points – how well does author communicate what she/he has learned from the SimmersonOnline Program, has the author communicated a full literature review of the specific CBT intervention or motivational interviewing approach, how well does the author address the answers to the questions listed above, are issues of diversity addressed

20 Points – organization, grammar

Final Exam:

Worth 20% of grade – this will be an open notes exam, designed to evaluate the basic understanding of all evidence-based practice interventions presented in class and discussed in readings.

Participation: 10% of grade – will include attendance and active class participation. Demonstration in class of completed readings through comments and questions will reflect in participation grade.

Required Texts: (available online through the library)


Class Schedule and Readings

The chapters and articles are to be read by the date under which they are listed in the schedule unless re-negotiated in class. Barlow will refer to the Book Author, not individual chapter authors.

Links to additional articles will be on reading announcements made on Canvas

Class 1 (Monday, May 7)

The Importance of Evidence Based Practice
A Cultural Framework for Understanding Mental Illness and Mental Health

Readings:
Sue-Sue Chapter 1 Cultural Diversity and Implications for Multicultural Social Work Practice
Sue-Chapter 2 Theoretical Foundations for Multicultural Social Work Practice
Sue-Chapter 13 Evidence-Based Multicultural Social Work Practice


Class 2 (Monday, May 14)

Cultural Strengths-Based Framework Assessment & Treatment Intake/Biopsychosocial Assessment Depressive Disorders

Readings:

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Chapter 5 – Assessments with Adults


Class 3 (Monday, May 21)
Social Justice and Psychiatric Disability
Transforming Behavioral Health Care
Anxiety Disorders

Readings: Barlow – Chapter 1 Panic Disorder and Agoraphobia
Barlow – Chapter 3 Social Anxiety Disorder
Barlow – Chapter 5 An Acceptance-based Behavioral Therapy for Generalized Anxiety Disorder


**Monday, May 28**
**No Class – Memorial Day**

**Class 4 (Monday, June 4)**
**Culturally Relevant Therapy Interventions**
**Anxiety Disorders/OC Disorders/PTSD**

**Readings:**
*Barlow Chapter 2 Posttraumatic Stress Disorder*
*Barlow Chapter 4 Obsessive-Compulsive Disorder*

**Class 5 (Monday, June 11)**
**Preventing Psychiatric Disorders**
**Dual Disorders/ Motivational Interviewing**
**Bipolar Disorders**

**Readings:** *Barlow: Chapter 11- Bipolar Disorder*


Class 6 (Monday, June 18)
Personality Disorders
Develop Goals, Objectives and Progress Notes

Readings: Barlow: Chapter 10 Borderline Personality Disorder

Class 7 (Monday, June 25)
DBT/Multi-Family Psychoeducation/Family Therapy


Sue: Chapter 10 Multicultural Family Social Work Interventions

Class 8 (Monday, July 2)
Prof. Lokers will not be here – Guest Speaker TBA
Psychotic Disorders
Homelessness, Housing, Legal Concerns and mental health and the justice system.

Readings: Barlow Chapter 12: Schizophrenia and Other Psychotic Disorders

Class 9 (Monday, July 9)
Med Management in Psychiatry /Cultural Sensitivity with Meds

Readings:
Bentley, Walsh, Social Work Practice in Mental Health, Chapter 6: Medication Education, Chapter 7: Medication Adherence and Refusal, Chapter 9: Social Workers as Medication Facilitators

Readings: Barlow Chapter 6: Emotional Disorders: A Unified Transdiagnostic Protocol
Barlow Chapter 15: Evidence-Based Relationships and Responsiveness for Depression and Substance Abuse


Class 11 (Monday, July 23)
Complimentary & Alternative Tx for MH/ substance abuse/Eating Disorders

Readings: Barlow Chapter 13 Alcohol Use Disorders
Barlow Chapter 14: Drug Use Disorders
Barlow Chapter 17: Eating Disorders: A Transdiagnostic Protocol

List of Memoirs:

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

A Million Little Pieces by James Frey 2005 Anchor books

Detour: My Bipolar Road Trip in 4-D by Lizzie Simon, 2003 Washington Square Press.

In Small Doses: A Memoir about Accepting and Living with Bipolar Disorder Mark Pollard, 2004 Vision Books International

Terry: My Daughter's Life-And-Death Struggle With Alcoholism George McGovern, 1997, Plume Books


We Heard the Angels of Madness: A Family Guide to Coping with Manic Depression, Diane and Lisa Berger, 1991, Quill Press.

Just Checking: Scenes From The Life of An Obsessive-Compulsive, Emily Colas, 1998, Pocket Books


The Hillside Diary and Other Writings, Robert Gary Neugeboren, 2004.

Natalie on the Street, Ann Nietzke, 1994, Calyx Books (a memoir about the author’s relationship with an elderly homeless woman).


The Quiet Room: A Journey Out of The Torment of Madness, Lori Schiller and Amanda Bennett, 1994, Warner Books. (a schizophrenia memoir).

Call Me Crazy: Stories from the Mad Movement, Irit Shimrat, 1994, Press Gang Publishers (a memoir and history of the ‘mad movement’ or mental health consumers movement in Canada, written by a woman who was diagnosed schizophrenic but lives without medication and is a political activist).
Prozac Diary, Lauren Slater, 1998, Random House, (a memoir written by a woman who suffered from nightmarish mood swings, compulsions, phobias).


First Person Plural: My Life as A Multiple, Cameron West, 1999, Hyperion.

Mockingbird Years: A Life In And Out Of Therapy; Emily Fox Gordon, Basic Books, 2000.


His Bright Light: The Story of Nick Traina, Danielle Steel, Delacourte Press, 1998. (Bipolar disorder)


Conquering Schizophrenia: A Father, His Son and a Medical Breakthrough, Peter Wyden, Knopf, 1998.

A Different Kind of Boy: A Father's Memoir about Raising a Gifted Child with Autism, Daniel Mont, Jessica Kingsley Publisher, 2001


Unholy Ghost: Writers on Depression, Nell Casey, 2002, Perennial.


Helpful Websites

http://www.mentalhealthpractices.org/
For article downloads
https://www.socialworkers.org/nasw/default.asp For access to practice related documents
http://www.nimh.nih.gov/
http://www.nami.org/
http://www.samhsa.gov/
http://schizophrenia.com

Evidence Based Practice Kits (As we will be referring to these issues/treatment models throughout the semester, please feel free to check out these resources when they are most relevant. These resources might also be helpful in the writing of the papers for the class.)

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

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

Illness Management and Recovery EBP Kit

Integrated Treatment for Co-Occurring Disorders

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

Permanent Housing and Supported Employment
http://store.samhsa.gov/product/Permanent-Supportive-Housing-Evidence-Based-Practices-EBP-KIT/SMA10-4510

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