1. Course Statement

a. 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.
b. 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 evidence-based 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 identified by the key diversity dimensions such as in ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression) marital status, national origin, race, religion or spirituality, sex, and sexual orientation.

c. Course objectives and competencies
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. (Practice Behaviors 10.b.IP, 10.b.CO, 10.b.SPE, 10.b.MHS) 2. Plan or plan and conduct culturally competent, gender-specific individual, family, group, organizational, and community-based capacity building and preventive interventions. (Practice Behaviors 10.c.IP, 10.c.CO, 10.c.SPE, 10.c.MHS) 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. (Practice Behaviors 10.a.IP, 10.a.CO, 10.a.SPE, 10.a.MHS) 4. Build partnerships with key neighborhood and self-help organizations and institutions for the purpose of mental health promotion and disease prevention. (Practice Behaviors 10.a.IP, 10.a.CO, 10.a.SPE, 10.a.MHS) 5. Incorporate social work values and ethical standards of practice in mental health. (Practice behaviors 2.CO, 2.IP, 2.MHS, 2.SPE) 6. 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. (Practice Behaviors 10.c.IP, 10.c.CO, 10.c.SPE, 10.c.MHS, 10.d.IP, 10.d.CO,

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

e. Curricular themes

**Theme Relation to Multiculturalism & 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 individuals identified by the key diversity dimensions. 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.

**Theme Relation to Social Justice**

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.
Theme Relation to 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.

Theme Relation to Behavioral and Social Science Research

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.

f. 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 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.

g. Intensive focus on 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 social 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 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.

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 that 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 strive 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.

2. Class Requirements

a. Text and class materials

The majority of the readings for this course will be available on the Canvas site. Readings will be posted under the week/date of the course and are expected to be read by the date it is posted.

In addition to posted readings, students are required to purchase *An American Summer: Love and Death in Chicago* by Alex Kotlowtiz (2019). This text will be used in class discussions, journal reflections as well as the final paper for the course.

b. Class schedule

*Week 1: 5/13/2019*

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

Frisch, T. (2017). *Sera Davidow Questions What We Think We Know About Mental*


Week 2: 5/20/2019
Severe and Persistent Mental Illness


5/27/2019 No Class Memorial Day

Week 3: 6/3/2019
Trauma and Trauma-Informed Care


Overview of Evidence-Based Assessment and Treatment. doi: 10.3390/jcm5110105

Week 4: 6/10/2019
Treatment with Families and Communities

Kotlowitz- Chapter 2 Mother’s Day


Week 5: 6/17/2019
Co-Occurring Disorders and Addiction


Kotlowitz, Chapter 12 – The Two Gerals


Week 6: 6/24/2019
Stigma, Social Justice and Mental Health


Kotlowitz, Chapter 16 – This Is What He Remembers


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: 7/1/2019
Mental Health and Criminal Justice Systems


boys’ internalizing problems through the life course, Developmental and Psycopathology, 20: 273-290.


**Week 8: 7/8/2019**  
**Wellness & Prevention Services for Individuals, Families & Communities**


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: 7/15/2019**  
**Harm Reduction & Least Restrictive Interventions**


**Week 10: 7/22/2019**  
**Healing & Symptom Reduction in Outpatient Care**

Kotlowitz – Chapter 9 I Ain’t Going Nowhere, part one

Week 11: 7/29/2019  NAVIGATING SAFETY
Kotlowitz – Chapter 5 – The Tweets

c. Assignments

Detailed descriptions of each assignment and grading rubrics can be found on Canvas site under “Class Assignments.”

Reading Reflection 180 pts (90 pts each reflection)
Due Date: Create your schedule of reading responsibility among group members and submit that schedule to instructor by the end of the first class. A paper should be submitted by 1 group member from 5/20/19-7/23/19

You will be assigned to a small group based on feedback on your social work areas of interest and learning style. You will be responsible for writing two reflections on assigned readings. Your group of 4-5 can determine weeks of responsibility for reading reflection with 1 group member leading a reflection per week. You will be responsible for completing 2 reading reflections over the course of the semester.

Diving Deeper Presentation (150 points)
Due Date: 6/17/19 via email of video to instructor (ebschnie@umich.edu)
Select a topic area from the course: treatment of severe mental illness, treatment of trauma in specific populations, co-occurring disorders, criminal justice system, re-entry services, or harm reduction. Select a service provider in the State of Michigan that is providing services to one of these populations. Through research or an interview with the agency/provider gather information about their intake procedure and eligibility, methodology and interventions, and funding. Create a 5-minute video presentation illustrating how you would introduce this service to an individual or family member in need of the service.

Case Study (250 points)
Due Date: 7/16/19
You may select a “case study” to review from the book, An American Summer, Love and Death in Chicago by Alex Kotlowitz. You will hold the position as a social worker in reviewing the case and providing an assessment and proposed treatment intervention. Your assessment and treatment should incorporate understanding of the strengths and vulnerabilities of the individual, family and community.
Attendance and class participation

Class Participation (40pts)

The design of this course requires your attendance and engagement in every class. When you are absent you miss crucial information and the opportunity to participate in reflective and interactive activities that increase understanding and application of information. Every classroom experience offers opportunities for lecture, journaling, paired conversations, group activities. It is impossible to replicate these experiences therefore "make up" assignments cannot be offered.

Participation can be verbal and non-verbal. Interaction also includes the interest in and respect you show to other students. While use of electronic devices is allowed, distraction and engagement in personal business during class time is a problem and will lower your grade significantly. I may or may not speak to you about it, but I will notice and will grade accordingly.

The Spring/Summer Semester is shortened so absences beyond 2 classes are a detriment to your ability to receive material key to the completion of the course. This is a graduate level course preparing you to use skills that impact the physical, emotional, mental health of human beings. I take very seriously my role in preparing you to engage in social work practice. If there is a life circumstance interfering with your participation it is your responsibility to approach the instructor in a proactive manner. We may discuss an Incomplete for the course if you are unable to fully engage at this time. Circumstances beyond your control may occur causing you to miss a class or part of a class. It is your responsibility to contact the instructor via email prior to your absence. Absences exceeding 1 class or consistent tardiness at the beginning of class or returning from break will result in the deduction of attendance and participation points.

In addition to attendance in class it is expected that you are engaged and contributing to the learning community. Predictability, reliability and consistency are core to any strong relationship is incredibly important to clients and it is important to practice and apply in the learning community. 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:

<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 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.</td>
</tr>
<tr>
<td>35</td>
<td>Often makes helpful, relevant contributions to class discussions. Often participates in small-group discussions. Often pays attention to</td>
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<td>Score</td>
<td>Description</td>
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<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>
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**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 multicultural 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...?

d. Grading

Each assignment is described in detail in an Assignment Description posted in the “Class Assignment” folder on the Canvas site. These descriptions describe specific bullet points that must be covered in your assignment. A grading rubric that reflects these detailed bullet points is also available for every assignment and can be found in Canvas under “Class Assignment” folder.

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 prior to the due date and within a timeframe that allows you to discuss a reasonable solution with 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

Information regarding grading in academic courses can be found in the MSW Student Guide policies on Grades in Academic Courses and in Field Instruction. Information regarding grievance procedures can be found at the link: Student Grievance
procedures. The University policy regarding grading in special circumstances can be found at the link: policy for grading in special circumstances.

Additional School and University policies, information and resources are available here: https://ssw.umich.edu/standard-policies-information-resources. They include:

- Safety and emergency preparedness
- Mental health and well-being
- Teaching evaluations
- Proper use of names and pronouns
- Accommodations for students with disabilities
- Religious/spiritual observances
- Military deployment
- Writing skills and expectations
- Academic integrity and plagiarism