SW 698: Social Work Practice in Mental Health
Spring/Summer 2020
Monday or Tuesday 8:00AM-12:00Noon
ONLINE

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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 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. 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.

7. Accommodation for Disability Statement

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.
8. Writing Assistance
For further 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).

Required Texts


Optional Texts


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 - BLOG
Course Assignments, Requirements, and Grading

10% of your grade will be based on class participation. Class participation will be graded according to attendance and active participation in Zoom sessions, currency in reading, and participation in group discussions. The major assignments for the course will be articulated below.

Papers are expected to be turned in on line on their due dates. Papers must meet all academic standards for ethical documentation. Papers will be marked down 5% for every day late and are due on the “due date.”

The following criteria will be taken into account when papers are graded:

- Systematic and logical presentation of arguments.
- Appropriate use of evidence.
- Familiarity with and appropriate use of relevant literature and concepts.
- Clarity and coherence of presentation.
- Originality and creativity.
- Conformity with the requirements of the assignment.
- APA style for final paper.

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 (Mary Ann Test)
Graded Work

Course Grades will be based on three papers, a group presentation and on class participation in Zoom sessions.

Diagnostic Clinical Group presentation

Due: TBD
30% of Grade
Throughout the semester, students will gain experience with a variety of skills that are critical for working in mental health settings.

On the first day of class we will form small groups who will be responsible to present on a assigned diagnostic category. Class time will be allocated for preparing for this presentation each week. Presentations are to be approximately 50-60 minutes long and need to include the following:

First part of your presentation:
• DETAIL the history of your diagnostic category.

• Prevalence of this diagnostic category. Discussion of likely onset: Childhood through adolescents.

• Describe the signs and symptoms of the diagnostic category/specific disorder. Child, adolescent and adult considerations to also be presented.

• Subtypes (if applicable)

• Considerations for special populations that should be taken into account, (LGBTQ+, Elderly, Women, People of color etc.).

• Recommended EBP options for this disorder/s. (i.e. CBT, DBT, ACT, Motivational Interviewing, etc.). The group will provide a overview of this treatment technique/model as it applies to this presenting case.

• Each group will provide a brief fact sheet on the diagnostic category and treatment modality chosen for the class to be shared with the class. This fact sheet will be sent to the instructor before the presentation due date. This instructors will make this fact sheet available on CANVAS for each student.

15% earned when ALL bullet points are addressed.
Second part of your presentation:
1. Use a case example to illustrate this diagnostic category.

Format:

1. A biopsychosocial introduction of your client – demographics, initial diagnostic impressions based on your intake (with explanation of what led you to these determinations, support your diagnosis).
2. Initial treatment plan: 3 treatment goals with corresponding objectives, interventions and outcome measures. Determination of the appropriate, least restrictive level of care. Please also include a sample Progress Note. All of which will meet reporting/auditing requirements of regulatory agencies.
3. Your plan and rationale to engage family/Significant others, (Or an explanation of why this is not needed or not possible).
4. Your plan to coordinate with other services outside of your agency. (Or an explanation of why this is not needed or not possible). Examples include; medical or housing referrals.
5. A discussion of which aspects of the case require additional self-education or research (e.g. utilizing journal articles, conferences, outside experts, agency contacts, etc.) in order for you to feel competent in providing effective treatment services to your client. This could include issues having to do with your client’s cultural/ethnic background; applying non-western/alternative healing approaches to treatment; investigating the most efficacious modalities of treatment for a particular mental disorder (e.g. cognitive-behavioral therapy versus psychodynamic therapy for depression); the problems of violence and mental illness; problems related to dual diagnoses; services for families and caregivers; availability or access to community-based services for the mentally-ill; the impact of insurance and managed care on service delivery; the challenges of working in multidisciplinary teams on client needs and services (e.g. collaborating on treatments, including medications, psychotherapy, psychiatric emergencies; etc.)
6. What Group insights developed based on your work with this case and diagnosis. What did you learn about yourself? Each group member to report.

15% earned when points 1-6 are completed.

Paper 1 (Looking at a personal memoir through a “cultural lens”)

10% of grade.
Length 7-9 pages.
Due: June 1st or 2nd
Select a minimum of three peer reviewed scholarly journal articles that discuss the interplay between one culture or ethnicity or religion or sexual orientation or
gender expression/ gender or age etc. on a diagnosis of a mental illness and the view of mental health treatment. Discuss how this interplay may affect seeking treatment, perceptions of treating professionals regarding understanding the symptoms of mental illness including access and challenges of securing acceptance and support from family/friends. In summary, what does research say about how this population views a diagnosis of mental illness as well as seeking mental health treatment.

Address your reactions to the articles and consider the following questions:

a. Why did you pick this population to research? What are your personal responses to the authors construction of how the “interplay” effects the reception and the methods of treatment this population may receive?

b. Using approaches to understanding the intersections of culture and mental illness in class, discuss how the author’s experience, idioms of distress, and efforts to accept or resist labeling and treatment reflect cultural values, folkways, and attitudes about psychological suffering. Also discuss how this author’s experience may differ from your cultural values, folkways, etc.

c. How does gender, race, class, historical context etc. influence the experience of this population?

d. What stands out to you as especially significant, helpful, and not helpful? What is missing? What are the challenges for this population in relationship to the article and how well were these challenges managed? Were recommendations presented? If so what were they?

e. You will present a brief overview of your findings in our Zoom class on the date the assignment is due.

Each question is worth 2 points

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**Paper 2**

*Self-Exploration in relation to the readings*

Paper 2 is in the form of a Self-Reflecting Readings Journal. This paper will provide an opportunity to consider the readings in light of your own experiences and should respond to at least three of the readings, from the Social Work Desk Reference or DSM 5 Casebook, in depth. You may consider personal and practice experience as well as current dilemmas you may face in your work.

Length: 6-8 pages.

20% of Course Grade

Due: June 22nd or 23rd

Throughout the semester we will become more aware of the beliefs and biases that shape our intellectual and emotional responses to work with people who present symptoms of or have been diagnosed with mental illnesses. These beliefs and biases are deeply embedded in our culture’s mythology and ideology regarding:
• Acceptable feelings and behaviors.
• What we define as civilized conduct versus pathological behavior.
• What are appropriate expressions of one’s gender identity, age, familial role, citizenship.
• Illness, disease, and impairment.
• The role of the helper.
• Who may become a client/patient/consumer?
• The long term consequences of being psychiatrically-labeled and treated in the mental health system?

These same biases have influenced the ways in which psychiatry, social work, and psychology have organized systems of diagnosis, treatment, and care-giving. As we read, we will attempt to uncover some fundamental assumptions about normality, “humanness,” and illness/disease that underlie our practices as social workers in mental health care roles and settings, as well as speculate about who these practices may serve or disserve. You may want to use these ideas as ways to approach your own reading and journaling.

In general, answer the following:
a—Which chapters did you read? Describe your personal responses to the readings. What are the central ideas that seems most salient or significant to you? Why? Which are appealing, problematic and/or troubling? (7 points).
b--What questions do the readings pose for you or answer for you? (7 points).
c--How do the perspectives described make claims about health or illness that are adequately or inadequately inclusive, stigmatizing, and/or potentially empowering to clients? (6 points)

Paper 3 – Reviewing a case – Diagnosis, assessment, treatment strategies and cultural implications for treatment
30% of grade
Length 8-10 pages
Due: July 20th or 21st

Each student will choose an individual case from either their previous or current practice or our clinical casebook to complete the following;

Part 1
-Discussion of the presenting problem/s.
-Creation of a biopsychosocial assessment.
-Initial diagnosis (Include signs and symptoms that support your diagnosis).
-Discussion of and consideration for cultural implications
- Identifying intervention strategies and resources that will be needed.
-Will there be any significant challenges during this treatment process? Examples of challenges related to treatment and service delivery in the case might include:
  • Access to needed treatment
• Military access to treatment
• Patients who are incarcerated
• Violence/history of violence and mental illness
• Treatment of 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

15 points are earned if ALL bullet points are addressed

Part 2

1. Define/describe the severe and persistent mental health disorder represented in your case.
2. 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.
3. Discuss how you would plan to approach treating this individual/family (Inpatient, outpatient, homebased, individual, group etc.)
4. Adjust and alter the delivery of the treatment for a particular ethnic group, gender, orientation, developmental life-stage, socio-economic group that is presented in your case e.g. a Latino male in prison with severe depression and substance abuse).
5. Discuss who you are as a practitioner – your characteristics and what you bring as the ‘treater’ in this therapeutic relationship.

15 points are earned if ALL points 1 through 5 are addressed.
Total 30 points

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.
May 11th or 12th  8:00am Zoom class
Review PowerPoint before this class in CANVAS
A Cultural Framework for Understanding Mental Illness and Mental Health/The Importance of Evidence-Based Practice

• Welcome!  How are “we” doing?
• Introductions
• Course overview
• Practice exercise Ethical dilemmas- Entire class discussions
• NASW code of Ethics

• Clinical team Group formation (Break Out Rooms to discuss assigned Diagnostic category and choose specific disorder and population). Also create a google doc. for this assignment.

Readings:
DSM 5- Chapter 1
Clinical Cases DSM 5- Chapter 1

Begin your article and/or memoir search and begin reading.

May 18th and 19th

A Cultural/Strengths-based Framework for Assessing and Treating Mental Illness
• Video View Before class or from 8:00 am till 9:00 am, Zoom Class to begin at 9:30 am

https://www.filmsforaction.org/watch/cracking-the-codes-the-system-of-racial-inequity/
Watch all parts  59 min.
Discussion will be explored during our Zoom session.

Review Lecture PowerPoint in Canvas before class.

Readings
Discussion on;
• Social Work Desk Reference Chapters 1 in Part 1

• Practice exercise- Ethical Dilemmas in practice scenario’s (Breakout rooms, return and discuss scenario’s). Scenario will be in CANVAS.

Clinical team Group time. Begin assignment in groups.
May 25th (Memorial day no Zoom) and May 26th

Zoom class to begin at 8:00 am. Review PowerPoint in CANVAS before class.

Office/Welcoming environment
- Safe Space
- Furniture
- Decor, scents..
- Religious influences
- Materials, toys

Safety in practice
- In home versus professional setting practice
- Dress, appearance, setting..
- Car/Home
- Technology (confidentiality)
- Boundaries

Discussion

Levels of Care- Review
- MH
- SUD

Ethical Dilemma’s (Breakout rooms, review scenarios, respond to questions, report back to Zoom class and reports results).
- Clinical treatment team group Prep.

June 1st and 2nd

Review PowerPoint in Canvas
Video: http://nyculturalcompetence.org/videos/ “About The Cultural Formulation Interview” and “About Language Access and Consumer Empowerment”
Review from 8:00 am- 9:00 am, formulate thoughts and questions to discuss in Zoom class at 9:30 am

Readings: Social Work Desk Reference
Part 2 Chapters 2, 3, 4, 5 and 6

Lecture;
Presenting Problem- Why now?
Biopsychosocial Assessment – Who, What, When and Why?
- Discussion
- Questions
Treatment Planning

- Why? Patient Centered, Outcome Driven
- Goals, Objectives, Interventions and Outcome Measures
  - Regulatory expectations
  - Funders and Insurance expectations
  - Break out rooms - Create 2 goals, three objectives per goal, 3 interventions and an outcome measure per goal.
  - Share results in Zoom class.

Ethical Dilemma’s (Breakout rooms, review scenarios, respond to questions, report back to Zoom class and share results).

Clinical Treatment Team group prep. Time

June 8th and 9th
See PowerPoint in Canvas
Readings: Cont. Part 2 Social Work Desk Reference, chapter 7, 9, 10

Review 8:00 am-9:00 am  Formulate thoughts and questions Join Zoom at 9:30 am
Video: http://nyculturalcompetence.org/videos/ “Demonstration of Cultural Formulation Interview”

Lecture;
  - Treatment Planning cont.
  - Progress notes
  - Aftercare and Discharge planning
  - Zoom Class Practice case
  - Treatment Team group prep.

June 15th or 16th

  - Treatment Planning Cont.

  Disorders of Mood

Zoom Class begins at 8:00 am
PRESENTATION- Group 1
-Class discussion

Lecture; See PowerPoint in Canvas
Readings
  DSM 5 pgs. 155-170
  DSM 5 Clinical Cases Chapters 3 and 4
  SW Desk Reference 11, 12, 13
Ethical Dilemma’s (Breakout rooms, review scenarios, respond to questions, report back to Zoom class and share results).

June 22nd or 23rd

Anxiety Disorders

Zoom Class begins at 8:00 am
PRESENTATION- Group 2
-Class discussion

Lecture; See PowerPoint in Canvas
Readings: DSM 5 pgs. 189-226
   DSM 5 Clinical Cases Chapters 5 and 6
   SW Desk Reference, chapters 13 and 14

Ethical Dilemma’s (Breakout rooms, review scenarios, respond to questions, report back to Zoom class and share results).

- Treatment Team Prep.

June 29th or 30

Medication Management in Psychiatry/Cultural Sensitivity in Medication Use
Review the following before class. Zoom class to start at 9:30 am to discuss thoughts and questions about the video and Group 3 Presentation.
Video- https://www.youtube.com/watch?v=7zeMlH2boMg
Psychotropic Medications and Their Side Effects 1.11 min.

Personality Disorders

Zoom class at 9:30 am
PRESENTATION- Group 3

Lecture; See PowerPoint in Canvas
Readings:
DSM 5 pgs. 645-681
Clinical Cases Chapters 18
SW Desk Reference chapters 27, 28, 30, 32
July 6th or 7th

Substance Abuse Disorders

Watch Video before class from 8:00 am-9:00 am, Formulate thoughts and questions.
Join Zoom Class at 9:30 am
https://www.youtube.com/watch?v=c8r1BbrTjTQ&list=PLbZs0AYbeYv-rZpj5HzqEpCSBiHVoQno2&index=3 HBO “ADDITION”

PRESENTATION – Instructor presents
Lecture; See PowerPoint in CANVAS
Readings:
DSM 5 pgs. 481-577
Clinical Cases chapter 16

- Introduction to SUD
- Theories of dependency
- DSM 5
- Use versus Dependency
- Harm reduction
- Ethical Dilemmas in SUD treatment and employment
- Role of support groups in recovery

Recommended readings;


- SAMHSA. Family psychoeducation workbook. Bethesda: Great Resource
- Assertive Community Treatment (ACT), Integrated Dual Disorder Treatment
- Supportive employment, housing and comprehensive care.

Ethical Dilemma’s (Breakout rooms, review scenarios, respond to questions, report back to Zoom class and share results).

Clinical Treatment Team Prep.
July 13th or 14th

Gender Dysphoria

Watch video before class 8:00 am-930am Formulate thoughts and questions to share in zoom class
https://www.youtube.com/watch?v=d_dLKCaEkzw

PBS Frontline 2015 Growing up Trans

Zoom Class Starts at 10:00 am

PRESENTATION 4

Lecture;
Readings: DSM 5 pgs. 451-459
DSM 5 Clinical Cases chapter- 15
SW Desk Reference Chapter - 60

Ethical Dilemma’s (Breakout rooms, review scenarios, respond to questions, report back to Zoom class and share results).

July 20th or 21st

Homelessness/Housing/Legal Issues/Mental Illness & Jail
Psychosocial Rehabilitation/Assertive Community Treatment and other EBP
Watch video before class 8:00 am-930am Formulate thoughts and questions to share in zoom class

Video

PRESENTATION 5

Schizophrenia

Watch video before class 8:00 am-930am. Formulate thoughts and questions to share in zoom class.

Review: PowerPoint in CANVAS

Lecture;
Readings:
Clinical cases Chapter 2
SW Desk Reference chapter 140

Wrap up!