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 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 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 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).

Recommended Mental Illness Memoirs/Narratives/Texts:

**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

**Under Observation: Life Inside McLean Psychiatric Hospital**

**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

**Willow Weep For Me: A Black Woman’s Journey Through Depression,**

**Living With Prozac and Other Selective Serotonin Reuptake Inhibitors: Personal Accounts of Life on Antidepressants,**


**Undercurrents: A Therapist’s Reckoning With Her Own Depression,**


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).


Night Falls Fast: Understanding Suicide, Kay Redfield Jamison, 1999, Knopf


Holy Hunger: A Memoir of Desire, Margaret Bullitt-Jonas, 1999, Knopf

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.


Passing For Normal: Living with Tourettes, Amy Wiletsky, Broadway Books, 2000


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


The Eden Express: A Memoir of Insanity, Mark Vonnegut, Kurt Vonnegut, Seven Stories Press, 2002 (schizophrenia)

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.


**Required Texts**

**Will use but do not need to buy – will be on reserve in the library and in pdf.**

**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, currency in reading, and participation in group discussions. Class attendance will be taken weekly by sign-in sheet. The major assignments for the course will be articulated below. 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 unless there has been an arrangement worked out with Dr. Gioia. 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

While papers are judged on their individual merit, in any class there is a “standard” around each assignment. The way I grade is to read all the papers first and make comments on each and then to think about where the individual papers fall in terms of the standard of excellence set by the class and then go back to each and place a letter grade.
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)

Paper 1 (Looking at a personal memoir through a “cultural lens”)
30% of grade.
Length 5-8 pages.
Due: June 5
Please select one or more of the memoirs in the recommended readings list or propose another. Address your reactions to the memoir(s) and consider the following questions:

a. Why did you pick this memoir? What are your personal responses to this story and the author’s construction of his/her illness/disability/disease and the methods of treatment he/she received?

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 cultural values, folkways, etc.

c. How do gender, race, class, historical context etc. influence the experience of illness by the author and others in connections with the author?

d. Describe the impacts of the significant relationships on the author’s experience of the illness/disability, particularly emphasizing therapeutic relationship(s) discussed in the book. What stands out to you as especially significant, helpful, not helpful? What is missing in her/his relational world? What are the challenges for the people in relationship to the author and how well were these challenges managed?

Paper 2 – Reviewing a case – Diagnosis, assessment, treatment strategies and cultural implications for treatment
30% of grade
Length 7-10 pages
Due: July 17

Each student will choose an individual case which will involve thought about assessment, diagnosis, understanding cultural implications and identifying intervention
strategies and resources. If you are not seeing individuals, I will provide you with a case OR you can use the person in the memoir. 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. 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. 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 here.
3. Choose the social work role(s) that align best with delivery of this treatment from the Bentley book and discuss the role in relation to the case. (1-2 pages)
4. 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) 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 (1 page)

**Final exam**

30% of grade
Given in class on July 24
Short answer questions will be given in class on topics that have been covered in lecture material and backed up in the reading. No notes or books can be consulted during the final exam. Throughout the course you will be given some indication about the important concepts to keep in mind for the final. There will be a brief review session a week before the final. This final normally takes about an hour to complete.

**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.

**Class 1  May 8**

*Introduction to class*

*Competency-Based Treatments for Severe Mental Illness*
What do we as social workers bring to the arena of mental health practices? What strengths? What biases? What is the historical role of social work in the area of mental health practice?

What is a severe and persistent mental disorder? What is recovery? What is the role of culture? What are evidence-based practices for SPMI?

Video: People Say I’m Crazy

Choose a memoir and begin reading!

Class 2    May 15
A Cultural Framework for Understanding and Treating Mental Illness
Gender and Mental Illness
Depression and Mood Disorders

Readings
Castillo  Chpt 1  “Why Culture?”
Chpt 2  “Culture and Clinical Reality”
Chpt 3  “Culture and Personality”
Chpt 4  “Cultural Assessment”


Cuellar & Paniagua  Chap 2 Cultural Models of Health and Illness On CTools

Class 3    May 22
Depression and Treatments for Depression
Anxiety/Obsessive Compulsive Disorder

Readings
Hofmann & Tompson  Chap 5 & 6 CBT
Dulmas & Rapp-Pagliaggi  Chap 4 – Suicide Prevention
Chap 2 - Anxiety
Thyer & Wodarski  Chap 13 Major Depressive Disorder
Chap 17 OCD

Gender and depression, culture, rural/urban, access to services
Gray & Zide  Chapter 6 – Anxiety - CTools

St. John’s Wort and light therapy for depression on CTools

Video – Depression on College Campuses
Group Exercise - Crafting a depression conference
Guest Speaker – Joe and patient
Memorial Day Holiday - May 29

Class 4  
June 5  
(Memoir paper due)  
Anxiety Disorders/Trauma/PTSD/Suicide  
The Burden of Disease

Readings
- Castillo  Chap 13  Dissociative Disorders
- Thyer & Wodarski  Chap 18 Post-Traumatic Stress Disorder  
  Chap 15 Panic Disorder & Agoraphobia
- Hoffman & Tompson  Chap 10 Treatment of Suicidality

SAMHSA document: The Promotion of Mental Health and Prevention of Mental and Behavioral Disorders– CTools

Speaker: Joe and client

Class 5  
June 12  
Medication Management in Psychiatry

Readings
- Mentalhealthpractices.org  article download  
- Bentley & Walsh  Chapters 6 & 7 Medication education and adherence
- Bentley  Chap 9 Social Workers as Medication Facilitators  
  Chap 7 Social Workers as Skills Trainers
- Castillo  Chapter 15 Toward a client-centered paradigm: A Holistic Synthesis


*please read before class

Guest   MD

Film Clip: The New Asylums - Frontline (Outpatient commitment/ forced compliance)

Class 6  
June 19  
Personality Disorders  
Obsessive Compulsive Disorders  
Dialectical Behavior Therapy
Readings

Castillo  Chap 6 Personality Disorders
Thyer & Wodarski  Chap 23 Borderline Personality Disorders
Hofmann and Tompson  Chap 16 DBT
Chap 19 CBT for Severe Personality Disorders

DBT – Introduction to a manualized treatment

Speaker: Jo Ann Heap

Class 7  June 26
Homelessness/Housing/Legal Issues/Mental Illness & Jail/Outpatient Commitment

Hughes  Chap 11 Housing  CTools
Dulmas  Chap 19 Institutionalization and Residential Living
Outpatient Commitment

What is Housing First? National Alliance to End Homelessness
http://whalliance.ewashtenaw.org/blueprint – Ending homelessness in Washtenaw County

Class 8  July 3
Complementary and Alternative Treatments for Mental Health
Mind/Body Medicine
Acupuncture for Depression and Anxiety

Readings
Will provide in class

Video
The New Medicine

Class 9  July 10
Psychotic Disorders/Schizophrenia
Consumers and the Process of Recovery
Psychosocial Rehabilitation
Assertive Community Treatment
Supported Education
Supported Employment
Clubhouse Model
Readings

Castillo Chap 14 Psychotic Disorders
Hofmann & Tompson Chapters 1-4
Thyer & Wodarski Chap 12 Schizophrenia
Hughes Chapter 9 Vocational Rehabilitation
   Chap 2 What is PSR?
   Chap 3 Research in PSR
   Chap 4 Person Centered Planning & Practice
Becker & Drake – “A Working Life” for persons with severe mental illness – Chapter 4 & 5

Video

Madison WI – Supported Employment video

Class 10  July 17

(Paper due)

Co-Occurring Disorders: Integrated Dual Disorders Treatment
Motivational Interviewing

Readings

Hofmann & Tompson Chap 11 Motivational Interviewing
Castillo Chap. 9, “Substance-Related Disorders
Mueser et al Chapters 1 & 2 Integrated treatment for dual disorders: A guide to effective practice
Dulmas & Rapp Chapter 6 Substance Abuse – Howard et al

Speaker

Video

West 47th street

Class 11  July 24  Family Psychoeducation

Bentley Chap 10 Social Workers as Consumer and Family Consultants
Chap 4 Social Workers as Therapists
Chap 15 Emerging Knowledge & Future Trends in Mental Health
Hofmann & Tompson Chap 17 Multi-family Group Treatment

Emerging as a Practitioner
Roundtable discussion with former MSW students

Video: Inside/Outside – Stories of Recovery