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. 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.

COURSE CONTENT

This course will teach assessment of major, severe mental illnesses and substance abuse problems with a review of research literature looking at etiology, prevalence, efficacy of treatment interventions, outcomes of psychosocial interventions. 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 various models of intervention (i.e. self-help, twelve-step, cognitive/behavioral, biological, psychoeducation, family systems etc.) will be taught with regards to their differential application. Policy implications of managed care and community mental health programs will be addressed as they relate to practice concerns. Knowledge of the relationship between macro-micro system interventions in mental health including methods for resource acquisition and system change as well as effective advocacy skills will be stressed. Knowledge of the relationship between mental health and other social systems (e.g. health, education, social
services, etc) and of methods to improve cooperation and coordination including interdisciplinary teamwork, case conferences, interagency collaboration will be highlighted. Model programs will be introduced as examples of excellent care and practice. Poverty and homelessness will be stressed as important mental health concerns for social work practice. The course will emphasize a strength based perspective and how to integrate biological/medical concepts with social work practice. Gender, race, class and ethnicity will be integrated into all discussions of assessment and practice issues.

CLASS FORMAT

Classes will usually contain a lecture related to assigned readings. Guest speakers from key community agencies and organizations will help to address central themes of the class. Videotapes and group exercises will be integrated into classes to help teach assessment and intervention techniques.

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 help 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 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 changes in these conditions or preventing them will be stressed.
CLASS EXPECTATIONS AND GRADING

Students are expected to attend classes and to call the instructor if they cannot attend. Class participation will account for 10% of the grade. Class participation will be graded according to attendance, currency in reading, and participation in discussion. The two major paper assignments will each account for 35% of the grade and the self-help assignment will account for 20% of the grade. Papers are expected to be handed in on their due dates and papers must meet all academic standards for ethical documentation.
REQUIRED TEXTBOOKS (AVAILABLE AT ULRICH'S)

HIGHLY RECOMMENDED BOOK

RECOMMENDED TEXTBOOKS: (ON RESERVE AT LIBRARY)

I. January 9, 2001
Introduction to the class and class expectations
Overview of the field of mental health practice
History of mental health treatments
A review of key issues of Stigma, Oppression, Poverty
Videotape on schizophrenia
The role of DSM IV for social work practice

Readings:
Spaniol, Gagne, and Koehler: Chapter 1--Recovery process
Castillo, Culture and Mental Illness--Chapters 1
Williams and Ell, Chapters 1 and 2

II. January 16, 2001
Evaluation from a Social Work perspective
Integration of biological treatments
Treatment planning
Brief therapy models
Group therapy
Family systems interventions
Self-Help programs
Rehabilitation programs

Readings:
Spaniol, et. al. : Chapter 2
Castillo, Culture and Mental Illness, Chapters 2 and 4
III. January 23, 2001
An introduction to affective illnesses (depression and bipolar illness)--
Differential Treatments of Depression
Prevention
Gender and Psycho-social variables
Case presentation of marital and family interventions with a woman who
has bipolar illness
videotape
Readings: Williams and Ell, Chapter 3
          Castillo, Culture and Mental Illness, Chapter 12
          Spaniol, Chapter 3

IV. January 30, 2001
Managed Care--Policies and Key Concepts
Reimbursement issues
Prevention
Managed Medicaid population and CMH
Guest Speaker: Thomas Carli, MD--Director of Center for Diagnosis and Referral at M-
CARE HMO, Faculty U-M Department of Psychiatry; Past President, Michigan
Psychiatric Society
Readings: Williams and Ell, Chapters 9 and 10
          Spaniol, Gagne and Koehler: Chapter 4

V. February 6, 2001
Psychopharmacology—medications in the treatment
of mental illness
Guest Speaker: Jonathan Metzel, MD
Readings: Spaniol, Chapter 5
          Williams and Ell, Chapter 11
          Castillo, Chapter 15

VI. February 13, 2001 (First Paper due—narrative)
Anxiety Disorders—the range of disorders
Differential Therapeutics
Cognitive/Behavioral Therapies
Readings: Williams and Ell, Chapter 4
          Spaniol, Chapter 6
          Castillo, Chapter 10

VII. February 20, 2001
Recovery from a Consumer's Perspective
An introduction to Person-Centered Planning
Guest speaker: Donna Orrin (Author of pgs. 138-144 in Spaniol text) and President of
Creative Connections
Readings: Williams and Ell, Chapter 5
          Spaniol, Chapter 7
          Castillo, Chapter 5
FEBRUARY 27--NO CLASS DUE TO SPRING BREAK!

VIII. March 6, 2001
Group Therapy Models in the treatment of personality disorders
Dialectical Behavioral Therapy (Linehan’s model) and its application to
in-patient and out-patient settings
Personality Disorders –trauma and etiology
Guest speaker: JoAnn Heap, Senior Social Worker from U-M Department of Psychiatry
and CMH; Coordinator of services to Borderline clients.
Readings: Spaniol, Chapter 8
Williams and Ell, Chapter 7
Castillo, Chapters 6 and 13

IX. March 13, 2001
Family Interventions
Psychoeducation
Group models
Case examples
Readings: Williams and Ell, Chapters 12 and 13

X. March 20, 2001—Second Paper Due (Practice Paper)
Overview of roles of social workers in psychiatric settings
Interdisciplinary collaboration
Current Trends in the Field
Discussion of coordination of treatment when psychotherapy is being
provided by a non-MD therapist and the MD is medicating the client
Readings: Williams and Ell, Chapters 12 and 13

XI. March 27, 2001
Family Psychoeducational Programs
The FEST Program-- Family Education Support Training
Guests: Clinicians and Family Members from FEST
Readings: Williams and Ell, Chapter 14 and 15
Castillo: Chapter 14

XII. April 3, 2001—Third Paper Due (Self-Help)
Home-based community mental health treatments and Assertive
Community Treatment programs--an overview of programs and review of
practice issues
Readings: Williams and Ell, Chapter 17

XIII. April 10, 2001
Substance Abuse issues in treatment
Assessment of substance abuse--the pragmatics
Prevention
Family Issues
Twelve step programs
The “Dual-Diagnosis Population
Readings:
Williams and Ell, Chapters 16
Castillo, Chapter 9

XIV. April 17, 2001

Assessment of Suicide Risk--the pragmatics
Epidemiology of Suicide and its social aspects
Interviewing techniques for high risk clients
Prevention issues

Readings: will be recommended for future reference
I. PRACTICE PAPER--DUE FEBRUARY 13, 2001 (35% of grade)
Choose a client who experiences some type of mental illness or substance abuse problem with whom you are working. Briefly describe your agency context, the presenting problem, your assigned role with your client (i.e. case manager, group therapist, in-patient social worker, out-patient psychotherapist, etc.), salient psycho-social information about client. Then, using DSM IV, give your client a multi-axial diagnosis and then describe the treatment plan that you will be using with the client in your agency. Critique your treatment plan regarding its sensitivity to client needs, cultural/gender themes, ethical issues, family systems issues. Discuss agency requirements and systems limitations that may interfere with your providing optimal service (i.e. your agency doesn't encourage family therapy and you think family therapy would be helpful). Then, give a brief vision of an ideal treatment plan you would provide in an ideal world (i.e. if you could provide superb supervised housing for your client, describe the optimal environment). Paper length--maximum 10 pages. Please include references from your textbooks and the selected bibliography.

II. NARRATIVE ACCOUNT PAPER--DUE MARCH 20, 2001 (35% of grade)
Choose one book from the bibliography of narrative or journalist accounts. Describe the book and describe what you have learned about the impact of mental illness and/or substance abuse. Relate the experience to the family's perspective as well if indicated. Give some references from your bibliography about the disorder and critique the treatments given or discuss alternative treatments that might have been indicated. Paper length--maximum 10 pages.

1. Attend one open meeting of Alcoholics Anonymous or NAMI or MDD (in Ann Arbor, there are weekly open AA meetings on Saturday evenings at St. Joseph's Hospital and at the Y).
2. Give the name of the group, the place and time of the meeting, the demographics of the group and the physical surroundings of the meeting.
3. Describe the atmosphere and tone of the meeting and give a clear description of the structure of the meeting (i.e. how was it conducted?).
4. Give an analysis of the meeting, describing self-help philosophy and the underlying individual and group dynamics involved in the meeting. Please cite references from textbooks here.
5. Rules for participation: respect anonymity of all people you meet, if there is any inquiry, be honest about your reason for attending, attend the meeting by yourself (not with a friend or fellow classmate), be highly respectful and be a good participant. Paper length--maximum 5 pages.
BIBLIOGRAPHY OF NARRATIVE, FIRST-PERSON ACCOUNTS AND JOURNALISTS’ REPORTS ABOUT MENTAL ILLNESS AND SUBSTANCE ABUSE (all in paperback)


Sheehan, S. (1982). *Is there no place on earth for me?* Boston: Houghton Mifflin Company. The wonderful journalist Susan Sheehan originally published this poignant, account of a woman with schizophrenia in the *New Yorker* magazine--this account looks at the variety of hospital systems in which Sylvia Frumkin was institutionalized as well as the impact her illness had on her family.


SELECTED BIBLIOGRAPHY


