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, 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.

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**

This course focuses on practice models, challenges, and critical perspectives for practice in mental health care, including the culturally-competent promotion of mental health care; the prevention/assessment/treatment of mental illness, and interdisciplinary approaches to psychosocial treatment and rehabilitation services. A major focus will be on the empowerment of individuals with mental health problems to increase their functioning in the least restrictive settings with the least amount of ongoing professional intervention. This course has a specific emphasis on acquiring an understanding of the dilemmas faced by people who suffer from severe and persistent mental illnesses and the consequences of mental illnesses diagnoses, psychiatric treatments, and social stigma. We will also focus on problems related to substance abuse and the psychological aftermath of traumatic experience. Using culture, race, and gender as critical lenses, we will review multiple perspectives (client/consumer, the family member, the professional) on the role of psychiatric perspectives in conceptualizing and structuring the foundations for mental health/illness resources and services and the role of social work in the provision of these services. Our readings will highlight first person accounts, memoirs, and case studies that describe experiences with the onset and development of mental disorders, including major depression, bipolar illness, and schizophrenia as well as the individuals’ complex experiences with mental health professionals.

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 defence 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. Source Materials
Books and Articles


Straussner, Shulamith, “Alcoholism in Women: Current Knowledge and Implications for Treatment,” Alcoholism Treatment Quarterly. 1985, 61-77

Journals
• Administration and Social Policy in Mental Health
• Alcohol Treatment Quarterly
• American Journal of Orthopsychiatry
• Families in Society
• Hospital and Community Psychiatry
• International Journal of Group Psychotherapy
• Journal on Mental Health Administration
• Psychosocial Rehabilitation Journal
• Research on Social Work Practice
• Social Work
Course Description:
This course focuses on practice models, challenges, and critical perspectives for practice in mental health care, including the culturally-competent promotion of mental health care; the prevention/assessment/treatment of mental illness, and interdisciplinary approaches to psychosocial treatment and rehabilitation services. A major focus will be on the empowerment of individuals with mental health problems to increase their functioning in the least restrictive settings with the least amount of ongoing professional intervention. This course has a specific emphasis on acquiring an understanding of the dilemmas faced by people who suffer from severe and persistent mental illnesses and the consequences of mental illnesses diagnoses, psychiatric treatments, and social stigma. We will also focus on problems related to substance abuse and the psychological aftermath of traumatic experience. Using culture, race, and gender as critical lenses, we will review multiple perspectives (client/consumer, the family member, the professional) on the role of psychiatric perspectives in conceptualizing and structuring the foundations for mental health/illness resources and services and the role of social work in the provision of these services. Our readings will highlight first person accounts, memoirs, and case studies that describe experiences with the onset and development of mental disorders, including major depression, bipolar illness, and schizophrenia as well as the individuals’ complex experiences with mental health professionals.

Course Objectives:
1. Learn to conduct biopsychosocial assessments of individuals and families for purposes of promoting mental health, early intervention, treatment, and self-help and mutual aid groups, support for care-givers, and on-going treatment.
3. Learn to identify and demonstrate knowledge of the many components of the mental health system as team member, advocate, broker, community organizer, therapist, and collaborator with non-professional groups and client/consumer groups.
4. Become conversant with the intersections of and controversies among social work, consumer-oriented, and
psychiatric models for assessment, diagnosis, and treatment (e.g. DSM-IV and psycho-pharmacotherapies).

5. Explore personal and professional barriers to the humane and culturally-respectful provision of services to persons with mental illnesses.

Required texts at Common Language Bookstore, 215 S. 4th Ave.


**Native American Postcolonial Psychology** Eduardo Duran and Bonnie Duran, 1995, State University of New York


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**Recommended Mental Illness Memoirs/Narratives/Texts:**


Rescuing Patty Hearst: Memories From a Decade Gone Mad, Virginia Holman, 2003, Simon & Shuster (a memoir on growing up with a schizophrenic mother).


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 an activist who was diagnosed schizophrenic but lives without medication.)

Prozac Diary, Lauren Slater, 1998, Random House, (a memoir 
written by a woman who suffered from nightmarish mood 
swings, compulsions, phobias).

Darkness Visible: A Memoir of Madness, William Styron, 1990, 
Random House (an elegantly written memoir of severe depression).

The Beast: A Journey Through Depression, Tracy Thompson, 


Night Fall 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.

Beyond Bedlam: Contemporary Women Psychiatric Survivors Speak Out, 


The Music of Madness: Surviving Schizoaffective Disorder, 
Tracy L. Harris, 
2001, Writers Club Press.
Course Assignments and Requirements:

1—Much of our work together this semester will be spent in discussion of readings and class presentations. It is essential that all come to class prepared to talk about the assigned readings and to take part in class activities. Class attendance and participation are vital to the success of our class and will figure into the final evaluation of each student’s work this semester.

2—Students will be asked to keep a Readings Journal which will be due on May 19, June 16, and July 15. Your journals will offer a method for recording your responses to and questions about the readings, as well as a way to engage in a dialogue with me about your reactions to the materials we read and the issues we discuss in class. Your journals should include responses to as many of the readings as you can comfortably respond to, but you should address at least four or five in depth as they relate to personal experience and/or practice dilemmas you now face in your work. Length will certainly vary, but a minimum of seven pages per journal is expected. I will respond to each journal. Journals with a √+ = A and the three will account for 75% of the grade.

Throughout the semester we will attempt to become 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
• 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 psychiatric labels and treatment in a 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, “being human,” 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, try to answer the following in of your journals:

a--Describe your personal responses to the reading. What are the central ideas that seems significant to you? Which are appealing, problematic, troubling?

b—As a practitioner, what questions do the readings pose for you or answer?

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?

For your second journal, in addition to commenting on the readings, please report on your experience attending an event or visiting a service for people with psychiatric disabilities and/or their families. Due June 16.

For a third journal, please select one or more of the memoirs in the recommended readings list or propose another. Try to be well into your narrative by the June 16 when we will discuss first person accounts in class. Address your reactions to the memoir(s) and consider the following questions in your journal:

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?
b--Using Castillo’s approach to understanding the intersections of culture and psyche, discuss how the author’s experience, idioms of distress, and efforts to accept or resist labeling and treatment reflects cultural values, folkways, and attitudes about psychological suffering.
c--How do gender, race, class, 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 the therapeutic relationship(s). What stands out to you as especially significant, helpful, not helpful? What is missing in the his/her relational world? What are the challenges for the people in relationship to the author and how well were these challenges managed?

3--Each student will participate in a Search-Research Group which will function as a “home base group” for purposes of in-class exercises, problem-solving, and collaboration on a Service Delivery Innovation Project. The S-R group will also work with an individual case which will involve thought about assessment and diagnosis, learning about the unique cultural and personal circumstances in the client’s life, and identifying a range of possible intervention strategies and necessary resources. The Service Delivery Innovation Project may ideally relate to the characteristics of the case and the case may serve as the clinical example for the presentation. The project should explore a particular challenge for treatment and service-delivery related to one of our topics. Excellent examples might include:

- the problem of violence and mental illness,
- problems related to dual diagnoses,
- the challenges of working in interdisciplinary teams on client needs and services (such as collaborating on treatments including medications),
- incorporating alternative healing/non-western approaches into treatment
- services for families and care-givers
- innovative community-based services for the mentally ill
The presentation may be structured as a professional in-service training experiences that focuses on developing new competencies, the improvement of agency service systems, and increasing familiarity with the needs of an underserved population of service-consumers. Each group must prepare an evaluation form for the class to use. The evaluations are to be passed on to me after they have been reviewed by all the participants.

Each group will make a 45 minute presentation on their project during one of the last two class sessions of the semester. Your active participation in the group and in the work of the project will be considered in the computation of your final grade.

4--Final project: Each student is asked to prepare a written version of his/her research for the contribution to the group project. The paper should be no less than 7 pages and should include references. Copies of handouts, overheads, and exercises should be attached. Due on last day of class.

5--Summary of Course Assignments: (grades are calculated based on the completion of each assignment). Journals and final paper will account for 75% of the final grade. (\(\sqrt{+}=A\)) Group presentations count for 15% of the final grade. A visit to a service delivery program will count for 5% of the final grade. Participation in class will be considered for 5% of the final grade.

SW 698 TOPICS OUTLINE

* Required Readings
+ Recommended Readings

#1 5/5 CULTURAL FRAMEWORK FOR VIEWING MENTAL ILLNESS
Castillo *Chpt 1 “Why Culture?”,
*Chpt 2 “Culture and Clinical Reality”
*Chpt 3 “Culture and Personality”,
Zide & Gray *Chpt. 1, “An Introduction to the Competency-based Assessment Model”

#2 5/12 MAKING CULTURALLY-COMPETENT ASSESSMENTS
Film: Eyes of Dust
Castillo *Chpt 4, “Cultural Assessment”
Small Groupwork #1: Meeting Your Client

#3 5/19

**CONTEXTUALIZING HEALTH, ILLNESS, AND RECOVERY**

First Journal Due

Spaniol et al *, Chpt. 7, “Barriers to Recovery”

Coursepack: +“Race, Ethnicity, and Mental Illness”,
Jeffrey S. Nevid

and Rachel Goodman, Chapter 3 in Javier and Herron.

+*Part One: Trauma and Recovery, Judith Herman

+New York Times Series on Mental Illness:
*April 28-30, “Ingredients of A Failing System”

Small Group Work #2: The Culture-Illness Connection

#4 6/2

**HISTORICAL TRAUMA, RACISM, SEXISM, ILLNESS**

Guest Lecturers: Daniela Wittmann, MSW, Michael Spencer, PhD,

Irving McCue, Instructor of Ojibawe

Duran & Duran: *Part II, Clinical Praxis

Castillo *Chpt. 6, “Personality Disorders”,
*Chpt. 9, “Substance-Related Disorders,”

*Chpt. 13, “Dissociative Disorders”

Zide & Gray *Chpt. 7, “Dissociative Disorders”
*Chpt. 8, “Eating Disorders;*Chpt. 9, “Personality Disorders

Coursepack: +“The Mismeasure of Woman”, Carol Tavris, 1995 in

Feminism and Psychology, Sage.

Reconceptualizing Native Women’s Health: An “Indigenist” Stress-Coping Model,” Karina Walters & Jane Simoni; American Journal of Public Health, Apr. 2

Small group work #3: Mental Illness and Trauma

#5 6/9 DISORDERS OF MOOD & THOUGHT: NEW TREATMENTS
Guest Lecturers: Joe Himle MSW/PhD & Heather Flynn PhD, UM Psychiatry

Spaniol et al. *Chpt. 3
Zide & Gray *Chpt. 4, “Mood Disorders”
*Chpt. 5, “Anxiety Disorders”
*Chpt. 7 “Dissociative Disorders”
*Chpt. 6, Personality Disorders, Chpt. 12, Mood Disorders
+“Undercurrents”, by M. Manning, excerpted in IBID.
+“Anatomy of Melancholy” by A. Solomon in The New Yorker

#6 6/16 NARRATING MENTAL ILLNESSES:
CLIENT & THERAPIST
Second Journal Due
Mental Illness Memoir: Come to class prepared to share information about your memoir. Be prepared to talk about the person’s experience with psychotherapy, medications, family relations, & long-term impacts.

#7 6/23 SCHIZOPHRENIA AND PSYCHOTIC DISORDERS
Guest Lecturers: Donna Orrin, MSW, Director, Creative Connections
Tim Florence, MD, UM Psychiatry, Outreach Program
Castillo *Chpt. 14 “Psychotic Disorders”
*Chpt. 13 “Dissociative Disorders”
Small groupwork #4: Person-Centered Planning/Implementing Care

#8 6/30  PHARMACOTHERAPY: USES AND MEANINGS

Guest Lecturer: Dr. Joseph Harvey


#9 7/7  LIVING WITH MENTAL ILLNESS: A FAMILY’S CHALLENGE

Guest Lecturer: Marian Kryzowski, MSW

Spaniol et al Chpt. 3 “Coping and Adaptation” Chpt. 4 “The Family” Chpt. 6 “Self Help” Chpt. 8 “Advocacy and Empowerment


Search-Research Group Presentations #1-3 Small groupwork #5: Planning for the Family
#10 7/14  RECOVERY: INNOVATIVE PROGRAMS IN REHABILITATION

Guest Lecturers: Carol Mowbray PhD, Professor, Mark Holter, PhD. Associate Professor; Lynn Rivers, former US Representative

Spaniol et al  *Chpts. 1, 2, 6, 8
Coursepack+“Financing of Mental Health. 6 in Mental Health and Mental Illness: Policies, Programs and Services, 1996.
Castillo  *Chpt. 16 “Toward a Client-Centered Paradigm: A Holistic Synthesis”
Other readings to be announced

Third Journal and Final Summary due
Search-Research Group Presentations #4-5

#11  7/21  END OF SEMESTER WRAP-UP