

SOCIAL WORK 385—SOCIAL WORK AND MENTAL HEALTH

SPRING 2022

POINT TO POINT: Hybrid

In-Person Mondays 3:00-5:50 PM

UWSP Main Campus – Room: CBB 269

Wausau Campus – Room: 240

INSTRUCTOR

Instructor: Tara Anderson DSW, LCSW, CSAC

Office: Main Campus, Science Building, B345 and Wausau Campus in Social Work wing

Department of Sociology & Social Work phone: 715-346-2883

- This is a general shared mailbox and messages will be forwarded to me on weekdays during business hours. Please indicate the message is for me, course name, and return call information. To reach me the quickest please send an email or message through Canvas.

Email: tanderso@uwsp.edu

Tentative Office Hours: (check Canvas for updates)

- Monday: 10:30am-1pm Main campus (week 1-8), Monday: 2-3pm Wausau campus (week 4-8)
- Online via Zoom by appointment. Check Canvas for any updates.

Instructor's Corner: General course questions can be posted in the Instructor's Corner on the Canvas course site.

COURSE PRE-REQUISITES

Either SW 261 or SOC 261, or Instructor Consent

ONLINE LEARNING PLATFORM

Canvas login, support information, and training opportunities are available at www.uwsp.edu/canvas.

CLASS FORMAT

This course will be delivered in a hybrid format with both in-person and online learning through the course management system Canvas. You will use your UWSP account to login to the course from the Canvas Login Page. Any virtual sessions will be conducted via Zoom. This includes in-person class sessions (see schedule), online instruction/learning activities, experiential learning, and coursework (reading & assignments).

COURSE TECHNOLOGY REQUIREMENTS

- a stable internet connection
- working webcam for any virtual class days
 - please reach out to the instructor prior to class to problem-solve any tech/camera concerns
- computer microphone and speaker
- if possible, please bring an electronic device to class weekly for interactive course activities
- contact IT if you need to discuss loaning equipment
<https://www.uwsp.edu/infotech/Pages/EquipmentLoan/default.aspx>

RENTAL TEXT

Mignon, S.I. (2020). *Social Work and Mental Health: Evidence-Based Policy and Practice*. Springer Publishing Company.

OTHER REQUIRED BOOKS (FREE DOWNLOAD)

NAMI Wisconsin. (2020). *Family and Community Resource Guide* (9th ed.). National Alliance on Mental Illness Wisconsin. <https://1vlihf36iej93pmlxlr3a3o69-wpengine.netdna-ssl.com/wp-content/uploads/sites/218/2020/03/FACRG-March2020-web.pdf>

SAMHSA. (2020). *TIP 42: Substance Use Disorder Treatment for People with Co-Occurring Disorders*. Substance Abuse and Mental Health Services Administration. https://store.samhsa.gov/sites/default/files/SAMHSA_Digital_Download/PEP20-02-01-004_Final_508.pdf

SAMHSA. (2014). *SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach*. HHS Publication No. (SMA) 14-4884. Rockville, MD: Substance Abuse and Mental Health Services Administration. <https://store.samhsa.gov/sites/default/files/d7/priv/sma14-4884.pdf>

RESERVE READINGS

All additional readings can be found in Canvas.

CATALOG DESCRIPTION

Major mental health concerns across the lifespan. Introduction to the Diagnostic and Statistical Manual of Mental disorders (DSM 5) as the organizing framework for reviewing major mental disorders. Mental health issues from a generalist perspective including the influence of social environment, culture, stigma, policy, recovery, and co-occurring disorders. U.S. mental health system and social work roles.

UPDATED CATALOG DESCRIPTION

Mental health across the lifespan including recognition of major mental health disorders and co-occurring substance use disorders for diverse populations. Introduction to the DSM-5. Key concepts include prevention, resiliency, personal and professional self-care, trauma-informed care and mental health recovery.

COURSE DESCRIPTION

The focus of this course is to provide students with further knowledge on mental health and co-occurring substance use disorders across the lifespan. Social workers and other professionals in a variety of roles and settings at the micro and macro levels require a generalist level of understanding of behavioral health. Using a research-informed approach, students will examine the intersection of gender, culture, race, ethnicity, gender identity & expression, sexual orientation, age, class, and/or ability for individuals & groups within the mental and behavioral health system. Students will apply their introductory understanding of the DSM 5 in screening, assessing, diagnosing, and differentiating mental health, substance use, and co-occurring mental health and medical conditions. Students will identify evidence-based treatment models, settings, and systems, including introductory knowledge of psychopharmacology, psychotropic medication, and medication assisted treatment in interventions for substance use, mental health, & co-occurring disorders from the lens and scope of the role of social workers or other professionals in interdisciplinary teams and settings. Students will be introduced to skills to respond to a crisis or experience of trauma and apply their understanding of resiliency and risk and protective factors, such as adverse and positive and childhood experiences, on multiple system levels.

Students will analyze & evaluate the role of the legal and criminal justice system, including specialty courts such as drug and mental health courts and Chapter 51 civil commitments, in providing treatment. Students will be able to identify local prevention, treatment, or recovery resources/agencies/coalitions. Students will also study mental health from an upstream perspective- gaining knowledge of primary, secondary, and tertiary prevention. Principles of trauma informed care are introduced. Additionally, students will engage in self-care methods to develop resiliency to support themselves and others as part of their professional responsibility.

CORE COMPETENCIES AND EXPECTED LEARNING OUTCOMES

Graduates of accredited social work programs should demonstrate competency in the nine areas listed below, as defined by the Council on Social Work Education (CSWE). As articulated by CSWE, "Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being" (2015 EPAS). This course addresses many of these areas of competency as indicated under "course objectives" below.

- Competency 1: Demonstrate Ethical and Professional Behavior
- Competency 2: Engage Diversity and Difference in Practice
- Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
- Competency 4: Engage in Practice-informed Research and Research-informed Practice
- Competency 5: Engage in Policy Practice
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

COURSE OBJECTIVES

1. Apply understanding of resiliency and risk and protective factors, such as adverse and positive childhood experiences, on multiple system levels. (Comp 5,8)
2. Using a research-informed approach, examine the intersection of gender, culture, race, ethnicity, gender identity & expression, sexual orientation, age, class, and/or ability for individuals & groups within the mental and behavioral health systems of treatment and recovery. (Comp 2, 4, 8)
3. Apply understanding of the role of the DSM 5 in screening, assessing, diagnosing, and differentiating mental health, substance use, and co-occurring mental health and medical conditions across the lifespan. (Comp 2,7)
4. Identify evidence-based treatment and recovery models, settings, and systems, including introductory knowledge of psychopharmacology, psychotropic medication, and medication assisted treatment in interventions for substance use, mental health, & co-occurring disorders from the lens and scope of the role of social workers or other professionals in interdisciplinary teams and settings. (Comp 1, 6-8)
5. Compare and contrast primary, secondary, and tertiary mental health prevention types (Comp 8)
6. Describe how to utilize principles of trauma-informed care. (Comp 1,6-8)
7. Describe how to Engage, Assess, and Intervene in response to a crisis or trauma. (Comp 1, 6-8)
8. Analyze & evaluate the role of the legal and criminal justice system, including specialty courts such as drug and mental health courts as well as Chapter 51 civil commitments, in providing treatment. (Comp 1,3,5, 9)
9. Engage in self-care to develop resiliency and prevent compassion fatigue. (Comp 1)

UNIVERSITY POLICIES AND PROCEDURES



First Nation Land Acknowledgement

We would like to recognize that the University of Wisconsin-Stevens Point occupies the lands of the Ho Chunk and Menomonee people. Please take a moment to acknowledge and honor this ancestral Ho Chunk and Menomonee land, and the sacred lands of all indigenous peoples.

Rights and Responsibilities

For information on policies and resources associated with being a student at UWSP, please see the Student Handbook at: <https://www.uwsp.edu/dos/Pages/handbook.aspx>

Emergency Procedures

See UW-Stevens Point Emergency Management Plan at <https://www.uwsp.edu/emergency/Pages/emergency-procedures.aspx> for details.

Severe Weather

In the case of inclement weather, please check your email & Canvas announcements to determine if class will be held in-person or virtually. If the class is cancelled, you may receive instructions to complete a short alternate assignment to earn attendance points. Please view UWSP's information about severe weather here: <https://www.uwsp.edu/emergency/Pages/severe-weather.aspx>

Policy Related to Sexual Violence on Campus

UWSP is committed to fostering a safe, productive learning environment. Title IX and school policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. <https://www.uwsp.edu/DOS/sexualassault/Pages/default.aspx>

Special Needs

Students who have special needs that affect their participation in the course may notify the instructor if they wish to have special accommodations considered in either instruction or examination. Students are encouraged to contact the instructor as early in the semester as possible to discuss special needs. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible. DATC contact information: 715-346-3365 or DATC@uwsp.edu. More information about disability services is available at this website: <http://www.uwsp.edu/disability/Pages/students/studentInformation.aspx>

Face Coverings

See current UWSP campus policy for all updates related to face coverings.

Academic Integrity

Academic Integrity is an expectation of each UW-Stevens Point student; work integrity is also an expectation within the social work practice community. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a UW-Stevens Point student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it. Please see this document for guidance: <https://www.uwsp.edu/dos/Documents/AcademicIntegrityBrochure.pdf>

University Supports

The Dean of Students Office provides resources and referrals for students experiencing any personal issues or challenges: <https://www.uwsp.edu/dos/Pages/stu-personal.aspx>. Home page for Dean of Students <https://www.uwsp.edu/dos/Pages/default.aspx>

Branch Campus Contacts

Wausau: <https://www.uwsp.edu/wausau/about/Pages/offices.aspx>

Marshfield: <https://www.uwsp.edu/marshfield/about/Pages/offices.aspx>

Library Supports

- Online Chat: www.uwsp.edu/library/chat Email: librefd@uwsp.edu Text: 715-602-3542
- Personal Research Consultation via Zoom <https://www.uwsp.edu/library/Pages/researchConsultation.aspx>

TECHNOLOGY IN THE CLASSROOM

Students are encouraged to use technology to enhance learning.

UWSP Technology Support

- Visit with a Student Technology Tutor
- Seek assistance from the IT Service Desk (Formerly HELP Desk)
- IT Service Desk Phone: 715-346-4357 (HELP) or IT Service Desk Email: techhelp@uwsp.edu

Protecting your Data and Privacy

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, visit this website. <https://www.wisconsin.edu/dle/external-application-integration-requests/>

Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357. Here are steps you can take to protect your data and privacy.

- Use different usernames and passwords for each service you use
- Do not use your UWSP username and password for any other services
- Use secure versions of websites whenever possible (HTTPS instead of HTTP)
- Have updated antivirus software installed on your devices

PROFESSIONAL BEHAVIOR AND CLASSROOM EXPECTATIONS

Attendance and Class Participation

Students are expected to attend class regularly and read the assigned readings before class. Different students have different learning styles; as such, the instructor takes an inclusive view of participation. Participation is actively completing in-class assignments, engaging with peers, and cooperating in creating a supportive, respectful environment. *Please advise your instructor if you are not able to attend class.*

Confidentiality

The classroom is a safe place for learning, inquiring, and expression; as such, there will be a professional standard of confidentiality maintained in the classroom.

Netiquette for Online Learning

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

Classroom and Canvas Civility and Respect for Diversity

We will learn to apply self-awareness and self-regulation to identify and manage influences of personal biases and values and show a willingness to learn about diversity. We will communicate using professional, strength based, and person-first, non-stigmatizing language.

Written Assignments

All assignments will be submitted through Canvas on or before the due date unless otherwise specified. All written assignments must adhere to APA guidelines. Please refer to the APA publication manual for additional guidance or utilize the free APA Style Blog: <https://apastyle.apa.org/blog/>

Late Work

Students are expected to find ways to integrate their personal and educational lives to complete course work by the date due. Students are responsible for reaching out to the instructor to negotiate alternate due dates when it may be needed. You must do this at least 24 hours before the due date; however, requesting an extension is not guaranteed. The maximum extension is 2 days per semester. You are welcome to use this extension on one assignment or 2 assignments (1 day extension each). Late assignments without advance notice and those turned in after the agreed extension may result in a deduction of a half letter grade (example from A to A-) *per day*. No late assignments will be accepted two weeks past due date and no late assignments for presentations or final.

Communication

Communication will occur virtually through Canvas, email, and Zoom. If you need to contact me about a private matter, send a message through Canvas inbox or email. I typically respond to messages within 24 hours (48 hours on weekends). If your question is related to a general course matter, consider asking it in the Tara's Corner discussion board. I welcome the opportunity to discuss assignments and student feedback.

CLASS FORMAT

This course will be conducted in a hybrid format. We meet for class one day per week in-person and have a weekly online/experiential component.

**Syllabus is subject to change with ample notice being provided to students. **

COURSE REQUIREMENTS

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| 1. Self-care Activities | 25 points |
| 2. Psychological 1 st Aid certificate of completion | 15 points |
| 3. Group Teaching Presentation/DB post | 50 points |
| 4. Area of Interest Paper (MH across the lifespan) | 70 points |
| 5. Resiliency Paper | 40 points |
| 6. In-Class Assignments (7) | 35 points |
| 7. Case Study (Final) | <u>50 points</u> |

Total: 285 points

GRADING SCALE

Percent					
A	=	94-100	C	=	74-77
A-	=	91-93	C-	=	71-73
B+	=	88-90	D+	=	68-70
B	=	84-87	D	=	60-67
B-	=	81-83	F	=	59 and below
C+	=	78-80			

ASSIGNMENTS

Self-Care Activities: (25 points total), Competency 1, 9

This includes a personal self-care assessment, creating, implementing, and engaging in a self-care plan for the semester, and evaluating your plan. See details in Canvas.

Psychological First Aid Certificate of Completion: (15 points), Competency 1,6-8

Psychological First Aid (PFA) is an evidence-informed approach that is built on the concept of human resilience. PFA aims to reduce stress symptoms and assist in a healthy recovery following a traumatic event, natural disaster, public health emergency, or even a personal crisis. Submit the certificate of completion.

Resiliency Module & Paper: (40 points), Competency 2, 3, 5

This activity involves education on resiliency, experiential and interactive exercises, and a written reflection.

In-Class Assignments: Ongoing, (5 points each), Competency 1-9

In-class activities are worth 5 points each.

Group Teaching Presentation: (40 points), Comp 1,4,6-8

Choose an area of interest related to a mental health diagnosis. You will read peer-reviewed journal articles, review diagnostic criteria, and utilize reputable websites such as SAMHSA and NIMH. You will synthesize the information into a presentation that includes a description of the mental health diagnosis and evidence-based treatments, differential diagnosis, prevention strategies and recovery-oriented practices. See Canvas.

• **Discussion Board Post: (10 points), Comp 7**

Discussion post focused on your chosen diagnosis for your group teaching presentation. This information will also be utilized in your group teaching & prepare your group for success.

Area of Interest Paper- Mental Health Across the Lifespan: (70 points), Competency 1,2,4,6-8

How can social workers engage, assess, and intervene with populations across the lifespan in aspects of prevention, treatment, and recovery? Choose a population to focus your mental health research on that is of interest to you. Describe risk and protective factors, mental health disparities impacting this group, lifespan considerations, considerations for engaging, assessing, and intervening with this population. See full paper details in Canvas.

Final Exam- Case Study: 50 points, Competency 1-9

You will be provided a case study and questions to respond to on concepts throughout the course.

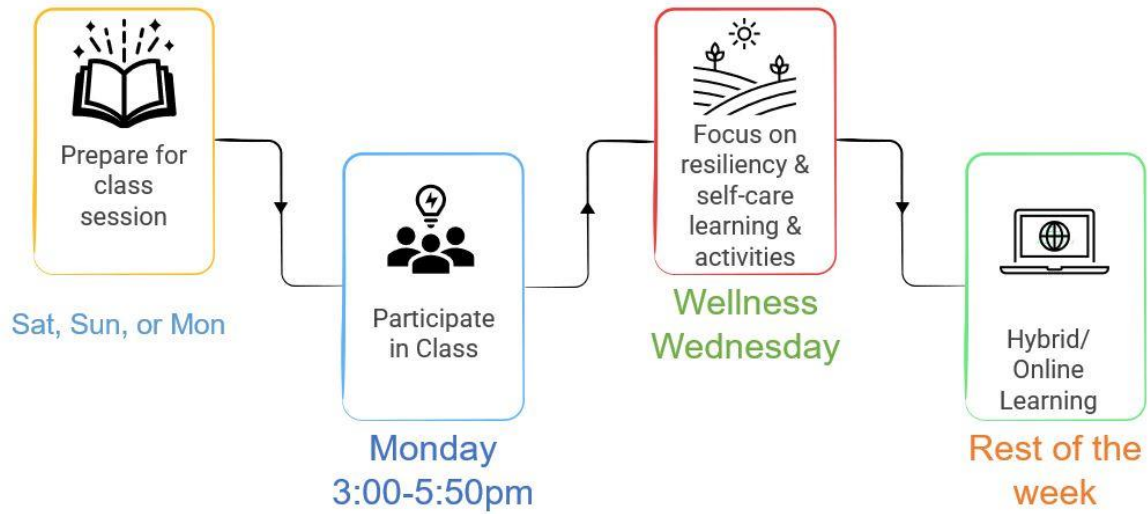
COURSE SCHEDULE AND TOPICS: See Canvas for detailed reading & media list.

In-Person Mondays 3:00-5:50 p.m. & weekly hybrid component

Module	Preparation for In-Person class (see Canvas for full detail)	In-Person Learning: Monday 3-5:50pm	Wellness Wed: Resiliency & Self-Care	End of Week Hybrid Learning Activities (see Canvas)
Week 1 Comp 1,6	Read: Mignon Ch 1 Read: 2021 Amendments to NASW Code of Ethics https://www.socialworkers.org/LinkClick.aspx?fileticket=UyXb_VQ35QA%3D&portalid=0 Read: SAMHSA recovery document, interdisciplinary team document	1/24 Review syllabus, Course Introduction, Self-care, What is Mental Health? What is Recovery? Stigma & Language, Introduction to Recovery Oriented Practice	Review self-care, complete assessment & develop self-care plan for the semester Due: Self-Care Plan 1/26	Resiliency Module
Week 2 Comp 1,2,3,5-8	<i>SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach</i> https://store.samhsa.gov/sites/default/files/d7/priv/sma14-4884.pdf	1/31 Risk & Protective Factors, Stress Vulnerability Model, Resiliency, PACES, Trauma-Informed Care	Due: Resiliency Paper 2/2	Psychological First Aid Module Due: Psychological First Aid certificate of completion Sun 2/6

Week 3 Comp 1-3, 7	Read: Mignon Ch 3 See Canvas	2/7 - ZOOM QPR suicide prevention guest presentation	See Canvas for activities	Watch: DSM 5 Overview Karen Magruder LCSW https://youtu.be/EpFWr5bKhMQ Due: Discussion post 2/13
Week 4 Comp 1-2, 4-5, 7-8	Read: Mignon Ch 4 & 5 See Canvas for posted links to screening instruments	2/14 role of the DSM 5 in screening, assessing, diagnosing, mental health, substance use, and co-occurring conditions	Self-care as an ethical responsibility	Read: Mignon Ch 2 Watch: Part 1 & 2 of Leifman's History of Mental Illness in America Group Work
Week 5 Comp 2,4,5	Read: Mignon Ch 7 Read: Wells-Wilbon, R., Porter, R., Geyton, T., & Estreet, A. Mental Health Disparities. <i>Encyclopedia of Social Work</i> . https://oxfordre.com/socialwork/view/10.1093/acrefore/9780199975839.001.0001/acrefore-9780199975839-e-1253	2/21 Gender/Race/Ethnicity and Disparities in the Mental Health system	Complementary and alternative body-mind-spirit interventions	Prevention Module on Primary, Secondary, Tertiary prevention Read: Mignon Ch 12 Group Work
Week 6 Comp 1-8	Prepare for group teaching presentation	2/28 Due: Group teaching presentations	See Canvas for activities	Choice Module for mental health across the lifespan
Week 7 Comp 1, 6-8	Read: Mignon Ch 6 Read: TIP 42: Chapter 7 (see selected pages on Canvas) Read: NAMI Family & Community Resource Guide p. 20-41, 44-47	3/7 EBT and recovery models, settings, and systems, integrated care, intro psychopharmacology, psychotropic medication, and medication assisted tx	Compassion Fatigue, Burnout, compassion satisfaction for SW's Due: see Canvas 3/9	Independent Learning: Reading articles & watching webinars related to your area of interest paper. Due: Area of Interest Paper Sunday 3/13
Week 8 Comp 1,3,5,7,9	Read: Mignon Ch 8, 10 Read NAMI Family & Community Resource Guide p. 57-65 See Canvas for Ch 51 webinar	3/14 Substance Use Disorders, Legal Issues, Criminal Justice System, Specialty Courts, Chapter 51 & 55	Due: Self-Care Evaluation 3/16	Engage in course materials to complete Case Study Final Due: Final Exam-Case Study Thursday 3/17

SW 385: Weekly Course Flow



Adapted from [Slidesgo](#) and [Freepik](#)