

SOCIAL WORK 385/585
MENTAL HEALTH & CO-OCCURRING DISORDERS: RESILIENCE & RECOVERY
SPRING 2024 - ONLINE

INSTRUCTOR

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➤ This is a 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

Office Hours: See Canvas

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

COURSE PRE-REQUISITES

Either PSYCH 110 or 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 an online format through the course management system Canvas. You will use your UWSP account to login to the course from the Canvas Login Page.

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
- 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. (2022). *Family and Community Resource Guide* (X.1 ed.). National Alliance on Mental Illness Wisconsin. <https://namiwisconsin.org/resource-guide/>

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>

REQUIRED READINGS

Wells-Wilbon, R., Porter, R., Geyton, T., & Estreet, A. (2021). Mental Health Disparities. *Encyclopedia of Social Work*.
<https://oxfordre.com/socialwork/view/10.1093/acrefore/9780199975839.001.0001/acrefore-9780199975839-e-1253>

All additional readings can be found in Canvas.

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.

Students enrolled in the course as part of the Graduate Certificate in Trauma and Resilience will further focus in on mental health and substance use disorders as it applies in education or organizational settings as well as demonstrate advanced competency in meeting the course objectives.

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: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

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

At the completion of the course, all students will:

1. Apply understanding of resiliency and risk and protective factors, such as adverse and positive childhood experiences, on multiple system levels. (Comp 5-7)
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 behavioral health systems of mental health and/or substance use treatment and recovery. (Comp 3, 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 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 1,4, 6-8)
5. Differentiate between primary, secondary, and tertiary mental health prevention interventions. (Comp 8)
6. Apply principles of trauma-informed care. (Comp 1,3, 6-8)
7. Understand how to Engage, Assess, and Intervene in response to a crisis or trauma. (Comp 1, 4-8)
8. Understand 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 1,2,5, 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>

Academic Integrity

At UW-Stevens Point and, in all courses, we place great emphasis on academic integrity and honesty. Plagiarism, fabrication, cheating, helping others commit these acts, and any form of dishonesty compromise the educational process and devalue the achievements of all students. All work you submit must be original and completed individually unless collaboration is explicitly allowed. Always acknowledge your sources, cite appropriately, and give credit where it's due. If instances of alleged academic dishonesty are identified, appropriate actions will be taken in accordance with the institution's policies ([UWSP Chapter 14](#)). These actions could include revising the assignment, receiving a lower grade or no credit for the assignment, receiving a lower grade for the entire course, or facing more serious academic consequences.

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for the workplace. Therefore, AI generated submissions are not permitted and will be treated as plagiarism.

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 [for online this is regularly engaging in materials and discussions on Canvas], read assigned texts, and watch assigned multimedia. *If students are unable to attend class- notify instructor prior to class. This notification is part of developing our skills in professionalism.* Participation is actively completing assignments, engaging with your peers in group work, being responsible with partner work, and cooperating in creating a supportive, respectful environment. **Regular attendance is part of demonstrating readiness for students who would be applying for internships.**

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 behavior 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 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 integrate their personal and educational lives to complete course work on time and are responsible for reaching out to negotiate alternate due dates, when needed, at least *24 hours* before the due date; however, an extension is not guaranteed.

- Papers (not exams/quizzes) due Sunday at midnight have a grace period until Monday 8 a.m. After 8 a.m. Monday it is considered late if you did not reach out 24 hours in advance for an approved

extension. *Reaching out to request an extension is expected and builds professional communication skills needed in the workplace.*

- Late assignments may result in a half letter grade deduction (example A to A-) *per day*.
- No late assignments will be accepted two weeks past their due date and multiple assignment extensions will not be granted. No late quizzes will be accepted as answers are posted.

Communication

Communication will occur in-person and 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 24-48 hours during weekdays business hours. If your question is related to a general course matter, consider asking in Tara’s Corner discussion board. I welcome the opportunity to discuss assignments and student feedback.

Social Work Program Academic and Professional Expectations

The Social Work Program at UWSP takes seriously the responsibility to prepare and graduate generalist social work practitioners who demonstrate a strong commitment to the six core values of the social work profession. Students will be held accountable to demonstrate positive academic and professional behaviors in all aspects of our program. Failure to meet expectations may result in further action, such as developing a plan for improvement or delaying participation in social work field.

SOCIAL WORK CORE VALUE	Students Demonstrate Values when they:
DIGNITY AND WORTH OF THE PERSON	<ul style="list-style-type: none"> • Use basic courtesy in interactions with others • Refrain from behaviors that interfere with the learning process • Speak and behave in ways that show respect for persons with individual differences or members of diverse communities
IMPORTANCE OF HUMAN RELATIONSHIPS	<ul style="list-style-type: none"> • Develop and maintain positive working relationships with others • Demonstrate respect for others • Engage in effective communication • Accept responsibility for own behavior • Use appropriate problem-solving and conflict resolution skills
INTEGRITY	<ul style="list-style-type: none"> • Complete their own work • Maintain academic and professional honesty in all interactions
COMPETENCE	<ul style="list-style-type: none"> • Attend classes and meetings on time • Remain attentive in class and meetings • Participate in academic and professional learning activities • Read all assigned materials • Produce quality work • Submit work on time • Prepare for meetings, presentations, and exams • Respectfully give and receive feedback
SERVICE	<ul style="list-style-type: none"> • Engage in learning opportunities to strengthen professional development • Actively participate in service opportunities on campus and in the community
SOCIAL JUSTICE	<ul style="list-style-type: none"> • Recognize that discrimination and oppression exist • Acknowledge their own bias and privilege • Advocate for social, economic, and environmental change • Listen to and honor the voices of others

STUDENT EXPECTATIONS

In this course you will be expected to complete the following types of tasks.

- Complete online learning components.
 - Actively engage in course materials created for your learning on Canvas and VoiceThread
- Complete assigned reading and media (textbook chapters, additional readings/videos in Canvas) before class.
- Submit written assignments in Canvas on time.
- Participate in class discussions.
- Attend class on time, demonstrating professionalism.
- Demonstrate ethical and professional behavior aligned with social work values.

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

COURSE REQUIREMENTS

SW 385

1. Self-care Assignments [plan & evaluation]	10 points
2. Online Learning external modules (certificates of completion & reflection)	30 points
3. Mental Health Diagnosis Paper	70 points
4. Culturally Aware Mental Health Paper	75 points
5. Co-Occurring Infographic Presentation & Peer Responses	30 points
6. Online class discussions/activities	50 points
7. Case Study Final Exam	<u>100 points</u>
	365 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

Online Class Content Assignments & Discussion Posts: (50 points), Competency 1-9

We will have weekly discussions &/or assignments to engage with course content and our peers to build competency in our understanding of concepts. Preparation for activities is needed by completing readings. Discussions will include written as well as voice and video using Canvas, VoiceThread and other formats.

Self-Care Plan & Evaluation: (10 points total), Competency 1, 9

This includes a self-care assessment and creating, implementing & evaluating your semester self-care plan.

Mental Health Diagnosis Paper: (75 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 in the DSM 5 or DSM 5 TR, and utilize SAMHSA TIP 42 to write a paper, informed by research on your topic that includes engagement, assessment, and intervention. This also includes watching an assigned video on mental health disorders & turning in your notes on your chosen diagnosis in advance. APA formatting is required with appropriate referencing and citations for academic work.

Main Components of Paper

- Diagnostic features and Prevalence
- Risk factors for the diagnosis
- Functional consequences
- Differential diagnosis
- Discuss considerations for engaging with a client with a co-occurring substance use disorder

- Evidence-based treatments/interventions
- Considerations for evaluation of practice effectiveness

Graduate students (SW 585) will further develop their paper with expanding on required components.

Culturally Aware Mental Health Practice - Paper: (SW 385- 75pts) Competency 1,3,4,6-7

Choose a population to focus your mental health research. Describe risk and protective factors, mental health disparities in treatment outcomes for the identified group, apply recovery principles, and application of how you would engage in culturally aware practices as well as identifying culturally responsive evidence informed interventions for your identified population. APA formatting is required with appropriate referencing and citations for academic work. See Canvas for full description.

Graduate students (SW 585) will further develop their paper with expanding on required topics and including recommendations (modification of an existing program, or development of a new program, etc.) for enhancing services/programming in an organization/school/etc. specifically serving this population.

Co-Occurring Disorders Infographic Presentation: (30 points) Competency 1, 4, 6-9

Students will choose a mental health diagnosis to focus on for this project (cannot be the same that was used in previous paper) using SAMHSA TIP 42. Includes responses to classmates on their infographic. See Canvas.

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

Psychological First Aid (PFA) is an evidence-informed approach 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 personal crisis. 5-hour training. Submit reflection and certificate.

E-Module 7-part New Employees in Mental Health Services Certificate & Reflection: (15 pts), Comp 1,3,4,6-9

This training, supported by SAMHSA, was designed to prepare the workforce to set a foundation to work with clients with serious mental illnesses. This 7-part series provides evidence-based content on *Trauma Informed Care, Cultural Competency, Motivational Interviewing, Crisis Prevention & De-Escalation, Self-Care, Shared Decision Making, and Recovery Oriented Care*. Each training provides a foundation for effective practice and establishes a starting point for further learning. Modules are 30 minutes each (3.5 hours total). Submit your certificates of completion and one reflection paper encompassing all modules.

Final: 100 points

Case Study Exam: 100 points, Competency 1-9

Students will be given a case study and include questions to respond to on concepts throughout the course.

SW 585: Independent Project: (25 points)

Graduate students will complete an additional assignment focusing their learning on a specific course objective that best applies to their graduate program and/or the graduate certificate in Trauma & Resiliency. Students will meet with the instructor to discuss interests and potential learning activities related to a course objective. Students will then turn in a proposal for approval and submit their final project prior to the end of the semester.

Course Calendar

Tentative schedule- students will be notified in advance of any changes

Module Mon-Sun	Weekly Topics	Readings	Due Dates & Notes
Week 1 1/22-1/28 Comp 1,7	Review syllabus, Canvas course, Self-care <i>Self-Care e-module (burnout, secondary trauma, compassion fatigue)</i>	Review self-care materials and self-assessment	Intro Video Discussion post #1 due Sun 1/28 <i>enroll e-modules</i>
Week 2 1/29-2/4 Comp 1,2,4-6	What is Mental Health? What is Recovery? Stigma & Language, Recovery Oriented Practice <i>Recovery Oriented Care e-module Shared Decision-Making e-module</i>	Read: Mignon Ch 1 Read: SAMHSA recovery, interdisciplinary teams, language documents	Self-care plan due Sunday 2/4
Week 3 2/5-2/11 Comp 1,2,4,5	History of the U.S. mental health system	Read Mignon Ch 2 Watch: History of mental health treatment posted video	History of MH discussion post #2 due Sun 2/11
Week 4 2/12-2/18 Comp 1,3,6-9	Mental Illness across the lifespan, symptoms of mental and emotional illness	Read: Mignon Ch 4	Lifespan content assignment #3 due Sun 2/18
Week 5 2/19-2/25 Comp 1-9	Gender/Race/ Ethnicity and Disparities in the Mental Health system <i>Cultural Competency e-module</i>	Read: Mignon Ch 7 Read: Wells-Wilbon, R., Porter, R., Geyton, T., & Estreet, A. Mental Health Disparities. <i>Encyclopedia of Social Work.</i>	Culturally Aware MH practice paper due Sunday 2/25
Week 6 2/26-3/3 Comp 1,4-9	Risk & Protective Factors; Stress Vulnerability Model; Resiliency; PACES; Trauma-Informed Care and screening for trauma <i>Trauma Informed Care e-module</i>	Read: <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	Trauma & Trauma Informed Care content assignment #4 due Sun 3/3
Week 7 3/4 – 3/10 Comp 1,4,7	Role of the DSM 5, assessing, diagnosing mental health, substance use, substance induced mental disorders and co-occurring conditions	Read: Mignon Ch 5 -Watch Karen Magruder LCSW <i>DSM 5 Overview</i> https://youtu.be/EpFWr5bKhMQ <i>DSM-5-TR: New Updates to the DSM-5 Explained</i> https://youtu.be/CRdnPDow4pQ	DSM 5 & DSM 5 TR video response discussion post #5 due Sunday 3/10 MH diagnosis paper video notes due Monday 3/11
Week 8 3/11-3/18 Comp 1,4,7,9	Screening and assessment instruments <i>Review DSM 5 and DSM 5 TR diagnostic criteria for your paper</i>	See Canvas for posted links to screening and assessment instruments/tools/inventories:	Screening Instruments Assignment #6 due Fri 3/18 6pm
	Spring Break ☀️ Fri 3/18 6pm-Sun 3/24		

Week 9 3/25-3/31 Comp 1,4-8	PTSD <i>Psychological First Aid e-module</i>	DSM 5 pages 271-280	PTSD content assignment #7 due <u>Mon 4/1</u>
Week 10 4/1-4/7 Comp 1,4-8	Mental health diagnosis of paper independent research <i>Psychological First Aid e-module</i> <i>Motivational Interviewing e-module</i>		MH diagnosis paper due Sunday 4/7
Week 11 4/8-4/14 Comp 7,8	EBT and recovery models, settings, and systems, integrated treatment, assessing level of care & placement continuum, medication assisted tx, introduction to psychopharmacology & psychotropic medicine, MAT	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	Content assignment #8 due Sun 4/14 Psychological 1st Aid due Sun 4/14
Week 12 4/15-4/21 Comp 1,5	Substance Use Disorders, Legal Issues, Criminal Justice System, Specialty Courts	Read: Mignon Ch 8	SUD Discussion Post #9 due Sun 4/21
Week 13 4/22-4/28 1,4-8	Phases of a Crisis, Crisis Prevention and De-escalation, crisis intervention, crisis plan, suicide risk assessment, civil commitments <i>Complete: Crisis Prevention & De-escalation e-module</i>	-Read Mignon Ch 10 -Watch Ch 51 webinar -Read NAMI guide Ch 8: Intro to Civil Commitments	Crisis content assignment #10 due Sun 4/28 7-Part MH Series all certificates due Sun 4/28
Week 14 4/29-5/5 Comp 1-9	Co-Occurring Disorders Primary, Secondary, and Tertiary Prevention	Selected chapters from SAMHSA TIP 42 Read: Mignon Ch 12	Co-Occurring Disorders Infographic due Sunday 5/5
Week 15 5/6-5/12 Comp 1-9	Co-Occurring Disorders Wrap-up, Case Study Review for Final		Infographic Peer Responses due <u>Fri 5/10</u> Self-care evaluation due <u>Fri 5/10</u>
Finals Week of 5/13 Comp 1-9	Complete Case Study final exam online: Opens on Monday 5/13 and can be completed at anytime by Wed 5/15 11:59pm, time-limited		Case Study Final due <u>WED 5/15</u>