

SOCIAL WORK 385—SOCIAL WORK AND MENTAL HEALTH

FALL 2021

Hybrid

In-Person Mondays 10:00-11:50am

UWSP Main Campus – Room: Professional Studies (CPS) 210

INSTRUCTOR

Instructor: Tara Anderson DSW, LCSW, CSAC

Office: B345

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

Main Campus Office Hours: Monday 1-4pm, Wednesday 11am-1pm, and 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. The in-person/online & experiential course breakdown includes in-person class sessions (see schedule), online instruction/learning activities, experiential learning, and coursework (reading & assignments).

RENTAL TEXT

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

OTHER REQUIRED BOOKS (FREE DOWNLOAD)

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

NAMI Wisconsin. (2020). *Family and Community Resource Guide* (9th ed.). National Alliance on Mental Illness Wisconsin. <https://1vlihf36iej93pmxlr3a3o69-wpengine.netdna-ssl.com/wp-content/uploads/sites/218/2020/03/FACRG-March2020-web.pdf>

RESERVE READINGS

All additional readings can be found in Canvas.

COURSE 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.

The focus of this course is to provide students with further knowledge on mental health 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 mental health. This course focuses on professional behavior by using person-first, recovery-oriented practices, and strengths-based language while prioritizing the client's voice and right to self-determination. Students will examine the role of social work in mental health services from a critical perspective and from historical, contemporary, and future perspectives. 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 health system. Students are introduced to the DSM 5 to understand mental health, substance use, and co-occurring disorders. Students are introduced to behavioral health screening tools as part of assessment. Students will be introduced to principles of trauma informed care.

From a mezzo and macro perspective, we will analyze & evaluate the role of the legal and criminal justice system, including specialty courts such as drug courts and mental health courts, in providing mental health treatment. Students will be able to identify local mental health prevention, treatment, or recovery resources/agencies/coalitions through engagement with community organizations. Students will also study mental health from an upstream perspective through gaining knowledge of primary, secondary, and tertiary mental health prevention public policies. Additionally, students will engage in self-care methods to develop resiliency to support themselves and others.

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

At the completion of the course, the student will:

1. Advance human rights and demonstrate professional behavior using person-first, recovery-oriented, strengths-based language and actions while prioritizing the client's voice and right to self-determination. (Comp 1,3)
2. Examine mental health services from historical, contemporary, and future perspectives. (Comp 1, 3, 5)
3. Engage in self-care to develop resiliency and prevent compassion fatigue. (Comp 1)

4. 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 health system. (Comp 2, 4, 8)
5. Apply understanding of the role of the DSM 5 in assessing, diagnosing, and differentiating mental health, substance use, and co-occurring mental health and medical conditions. (Comp 7)
6. Interpret behavioral health screening tools. (Comp 7)
7. Identify treatment models and settings for substance use, mental health, & co-occurring disorders. (Comp 8)
8. Gain knowledge of psychopharmacology and psychotropic medication in the treatment of substance use, mental health, & co-occurring disorders including understanding the collaborative role of psychiatrists, primary care, and nurse prescribers. (Comp 6-8)
9. Analyze & evaluate the role of the legal and criminal justice system, including specialty courts such as drug courts and mental health courts, in providing mental health treatment. (Comp 1,3,5, 9)
10. Identify local mental health prevention, treatment, or recovery resources/agencies/coalitions through engagement with community organizations. (Comp 6)
11. Describe primary, secondary, and tertiary mental health prevention and apply understanding to policy practice. (Comp 5)
12. Describe adverse childhood experiences, introductory principles of trauma-informed care and trauma sensitive schools. (Comp 1,6-8)
13. Apply understanding of resiliency on micro, mezzo, and macro levels. (Comp 5,8)

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 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. Course Technology Requirements: stable internet connection.

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 complete course work by the date it is due. Students are responsible for reaching out to the instructor to negotiate alternate due dates. You must do this at least 48 hours before the due date; however, requesting an extension is not guaranteed. If assignments are turned in late, partial credit may be given, however no late assignments will be accepted two weeks past their due date.

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 also have a weekly online/experiential component weekly.

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

COURSE REQUIREMENTS

1. Self-care Assessment/Plan/Evaluation	20 points
2. Psychological 1 st Aid certificate of completion	25 points
3. Area of Interest Paper	100 points
4. Resiliency Project	40 points
5. Community Engagement Project & blog	25 points
6. In-Class Assignments (5)	25 points
7. Mid-Term	50 points
8. Case Study (Final)	50 points
Total	335 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 Assessment/Plan/Evaluation: (20 points total), Competency 1, 9

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

Resiliency Project: (40 points), Competency 2, 3, 5

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

Psychological First Aid Certificate of Completion: (25 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.

Community Engagement Project & Blog: (25 points), Competency 1, 6

This assignment is focused on engagement with our local community mental health and/or substance use prevention, treatment, or recovery resources/agencies/coalitions. You will submit a proposal for an activity that you will engage in this semester that promotes the well-being of your community in some way. This project can be something you engage in virtually or independently. It can also be done with a group. If in-person, it is expected local public health recommendations would be followed at all times. Upon completion of your project, you will create a blog in Microsoft Sway. The blog will have 3 parts:

- describing the activity,
- reflecting on the experience (cognitive- thoughts and affective- feelings)
- identifying overall outcomes- both in terms of the activity/project/event and your personal learning outcomes

Area of Interest Paper: Due Module 14, (100 points), Competency 2-5

Choose an area of interest related to a mental health diagnosis to learn more about. You will read peer-reviewed journal articles, utilize reputable websites such as SAMHSA and NIMH, as well as view at least 1 related free professional webinar. You will synthesize the information into a 6-page APA formatted paper that includes a description of the mental health diagnosis and evidence-based treatments, impact and considerations related to a specific population, prevention strategies, recovery-oriented practices, and description of a related public policy that impacts this population. See full details in Canvas, including list of free webinars.

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

There will be 5 course days that we will have in-class assignments worth 5 points each. It may include writing a reflection on days we have guest speakers or completing an activity with peers.

Mid-Term: 50 points, Competency 1-9

Short Answer Essay questions, multiple choice, or case study questions.

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 10:00-11:50am & weekly hybrid component

Module	Date	Topic	Readings/Assignments	Hybrid Activities (see Canvas)
1 Competency 1	Thursday 9/2- Sunday 9/5 Online Week	Course Introduction, Self-care	Create an introduction video post	Review syllabus, welcome videos
2 Competency 1,6	Monday 9/6- Sunday 9/12 (no school 9/6) Online week	What is Mental Health? What is Recovery? Stigma & Language, Introduction to Recovery Oriented Practice	Read: Mignon Chapter 1, Read: 2021 Amendments to NASW Code of Ethics https://www.socialworkers.org/LinkClick.aspx?fileticket=UyXb_VQ35QA%3D&portalid=0 Due: Self-Care Plan 9/12	Review online self-care materials, complete a self- care assessment & develop your self-care plan for the semester
3 Competency 1-3	Monday 9/13- Sunday 9/19 In-person 9/13	Historical/ Contemporary and Individual/ Family Views of Mental Health	Read: Mignon Ch 2 and 3 Read: NAMI Family & Community Resource Guide p. 48-51	Watch: Part 1 & 2 of Leifman's History of Mental Illness in America
4 Competency 2,4,5	Monday 9/20- Sunday 9/26 In-person 9/20	Gender/Race/ Ethnicity, Disparities & the Mental Health System	Read: Mignon Chapter 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	Listen: NASW Social Work Talks Podcast Episode 39: Indigenous Peoples and Dementia

5 Competency 2,3,5	Monday 9/27- Sunday 10/3 In-person 9/27	Risk & Protective Factors, Resiliency, Compassion Fatigue	Read: See Canvas Due: Resiliency Project 10/3	Interactive web game on community resiliency & required videos/activities
6 Competency 1-2, 4-5, 7-8	Monday 10/4- Sunday 10/10 In-person 10/4	Mental Health across the Lifespan, Intro to DSM 5	Read: Mignon Ch 4 & 5	PBS- Alzheimer's: Every Minute Counts (55 min)
7 Competency 1,7,8	Monday 10/11- Sunday 10/17 In-person 10/11	Treatment Models & Settings, EBT, Level of Care, Psychotropic medications/ Psychopharmacology	Read: Mignon Chapter 6, Read: TIP 42: Chapter 7 Read: NAMI Family & Community Resource Guide p. 20-41, 44-47	Choose a posted self-care resource to engage with
8 Competency 1,2,4,6-8	Monday 10/18- Sunday 10/24 In-person 10/18	Depressive and Anxiety Disorders, Screening Instruments	Read: TIP 42 Appendix C Read: See Canvas	Watch: webinar “Helping Families Cope with Anxiety” https://www.youtube.com/watch?v=3tj5MXu8x5s
9 Competency 4,7,8	10/25-10/31 In-person 10/25	ADHD, Autism Spectrum Disorder	Read: See Canvas	Due: Mid-Term Exam
10 Competency 1,2,6-8	11/1-11/7 In-person 11/1	Positive & Adverse Childhood Experiences, Trauma, PTSD, Trauma- Informed Care	Read: See Canvas	Watch: PBS Wisconsin Not Enough Apologies: Trauma Stories
11 Competency 6-9	11/8-11/14 In-person 11/8	School mental health, Trauma Sensitive Schools, social emotional learning, emotional regulation	Read: See Canvas	Complete: Psychological First Aid module
12 Competency 1-9	11/15-11/21 In-person or virtual 11/15 TBD	Suicide Prevention, Psychological First Aid QPR Training- Guest Presenter	Read/Watch: See Canvas Due: certificate of completion Psychological First Aid	Spend time reflecting on your community engagement project & creating your blog
13 Competency 1, 6-9	11/22-11/24 (holiday break) In-person 11/22	Co-Occurring Disorders, Case Management, Referrals & Community Resources	Read: Selected chapters from TIP 42 (see Canvas) Read: NAMI Family & Community Resource Guide pg. 42-43 Due: Community Engagement 11/22	Watch a webinar of your choice (use provided resources) on your area of interest for paper

14 Competency 1,5,6,8	11/29- 12/5 In-person 11/29	Primary/Secondary/ Tertiary Prevention, Recovery Approaches	Read: Mignon Chapter 12 <i>Due: Self-Care Evaluation</i>	Engage in research & writing for Area of Interest paper
15 Competency 1,3,5,7,9	12/6-12/12 In-person 12/6	Substance Use Disorders, Legal Issues, Criminal Justice System, Specialty Courts, Chapter 51 & 55	Read: Mignon Ch 8, 10 Read NAMI Family & Community Resource Guide p. 57-65 <i>Due: Area of Interest paper (12/6)</i>	Engage in course materials to complete Case Study Final
Finals Week	12/13-12/17		Final Exam: Case Study Due	