

SOCIAL WORK 385/585
MENTAL HEALTH & CO-OCCURRING DISORDERS: RESILIENCE & RECOVERY
SUMMER 2023
ONLINE

INSTRUCTOR

Instructor: Tara Anderson DSW, LCSW, CSAC

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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 weekly announcement for Zoom office hours

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 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>

RESERVE 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

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 [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. 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.

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 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 integrate their personal and educational lives to complete course work on time and are responsible for reaching out to the instructor to negotiate alternate due dates, when needed, at least 24 hours before the due date; however, an extension is not guaranteed. Late assignments or turned in after the agreed extension may result in a deduction of a half letter grade (example A to A-) *per day*. 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 24-48 hours during weekdays business hours. 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 4-week asynchronous online format with no scheduled virtual meetings.

STUDENT EXPECTATIONS

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

- Watch the instructor's pre-recorded video lectures.
- Complete the assigned reading (lecture slides, textbook chapters, additional literature shared in Canvas).
- View online videos.
- Submit written assignments and exam to Canvas.
- Participate in online discussions.

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

COURSE REQUIREMENTS

	<u>SW 385</u>	<u>SW 585</u>
1. Self-care Assignments [plan & evaluation]	10 points	10
2. Online external modules (certificates of completion)	38 points	38
3. Mental Health Diagnosis Paper	57 points	57
4. Culturally Aware Mental Health Practice- Paper	75 points	80
5. Online learning activities [Discussion boards, video response]	36 points	36
6. SW 585 Graduate Level Independent Project	---	25
7. Case Study Final	<u>100 points</u>	<u>100 points</u>
	316 points	341points

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

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

Online Learning Activities, (36 points), Competency 1-9

This includes reflections, participation in discussion boards, various responses to online learning materials.

Psychological First Aid Certificate of Completion: (10 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. Submit certificate of completion & save for your resume!

7-part series- New Employees in Mental Health Services: (28 points total), 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. The 7 modules that are 30 minutes each. Submit your certificates of completion and save for your resume!

Mental Health Diagnosis Paper: (57 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 paper that includes a description of the diagnosis, co-occurring disorders and evidence-based treatments. To prepare, you will watch a video on mental health disorders in the DSM 5 and DSM 5 TR.

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

Culturally Aware Mental Health Practice - Paper: (SW 385- 75pts, SW 585- 80 pts) Competency 1,3,4,6-7

Choose a population to focus your mental health research. Describe risk and protective factors, mental health disparities impacting this group, recovery principles, and culturally aware practices. 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.

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 the first week of class to discuss interests and potential learning activities related to a course objective. By Week 2 students will turn in a proposal and submit the final project on an agreed upon due date prior to the end of the semester.

Final: 100 points

Case Study Exam: 100 points, Competency 1-9

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

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

Topic	Assignment	Points	Due	Check-list
<i>Unit 1 Mental Health & MH System</i> <i>Competency 1, 5, 7</i> <i>Tuesday 5/30-Sunday 6/4</i>				
Module 1 Introduction	Video Introduction discussion board	5	6/2	
Module 2 History of MH System	History of MH discussion board	10	6/4	
Module 3 Recovery Oriented Practice	Recovery Oriented Practice cert	4	6/4	
	Shared decision-making certificate	4	6/4	
Module 4 Self-care, Burnout, Compassion Fatigue/Satisfaction	Self-care certificate	4	6/4	
	Self-care plan	5	6/4	
<i>Unit 2 MH Across the Lifespan/Disparities</i> <i>Competency 1-4</i> <i>Monday 6/5-Sunday June 11</i>				
Module 5 Disparities in MH care	Cultural Competency Certificate	4	6/11	
Module 6 MH Across the Lifespan	Video Reflection	4	6/11	
Module 7 MH and the CJ system	Discussion Board	10	6/11	
	Unit 2 Paper – Culturally Aware Mental Health Practice Paper	75	6/11	
<i>Unit 3 Understanding Mental Health Disorders & Evidence-Based Tx</i> <i>Competency 1, 4, 7-8</i> <i>Monday June 12- Sunday June 18</i>				
Module 8 Diagnosing MH disorders	Video notes on mh dx for paper	4	6/14	
Module 9 Co-Occurring Disorders				
Module 10 Evidence-based Screening				
Module 11 Psychotropic Medication, MAT				
Module 12 EBT, Integrated Care, Treatment Continuum	Certificate Motivational Interviewing	4	6/18	
	Unit 3 Paper MH Diagnosis	57	6/18	
<i>Unit 4 Crisis De-escalation, Prevention, Legal, TIC</i> <i>Competency 1, 4, 6-9</i> <i>Monday June 19- Friday June 23</i>				
Module 13 PACES & TIC, Resiliency	ACES discussion board	3	6/23	
	Trauma Informed Care Cert	4	6/23	
Module 14 Risk Assessment, Civil Commitment	Crisis De-escalation certificate	4	6/23	
	Psychological 1 st Aid Certificate	10	6/23	
Module 15 Prevention				
	Self-care evaluation	5	6/23	
	Unit 4 Case Study Final	100	6/23	
	SW 585 Independent Project	25	6/23	