Part I: Course information

SW 8463-Social work Practice with Severe and Persistent Mental Illness and Severe Emotional Disturbance

2 credits

Faculty contact:
- Name:
- Email:
- Phone:
- Office Location:

Course descriptions:

a. Short Version
   This course takes an integrated social work approach to assessing and working with individuals with SPMI and SED. Trends, modalities and evidence-supported approaches for working with individuals with SPMI and SED are covered. Recovery and wellness approaches as well as macro systems that impact the lives of individuals and families are taught.

b. Long Version
   The purpose of this course is to develop the knowledge, skills and practice behaviors needed to engage an integrated social work approach to assessing and working with individuals with SPMI and SED. Students will learn the diagnostic and functional definitions and characteristics of SPMI in adults and SED in children, as well as co-occurring disorders. Students will be introduced to emerging trends and modalities and approaches that are supported by evidence for working with individuals with SPMI. Students will also examine mezzo and macro systems that impact the lives of individuals with SPMI and SED, including families, the process and role of commitment, and state and federal support systems. There is a special focus on wellness and recovery-based models. Milieus of treatment across the spectrum and skills related to special assessment, relationship-building and insight enhancement, addressing stressors and building strengths and natural support systems will be covered. Issues related to dual diagnosis will also be covered.

Pre-requisites:

1. This is an advanced social work class, and the material presented in this class is at an advanced level. Social Work students enrolled in this course should have completed the foundation classes listed below, or have advanced standing status.
SW 5051 - Human Behavior and the Social Environment
SW 5801 - Policies and Programs in American Social Welfare
SW 8151 - Social Work Practice Methods: Individuals and Systems
SW 8152 - Social Work Practice Methods: Families and Groups
SW 8153 - Models of Community Intervention
SW 8841 - Social Work Research Methods

2. If you are not a Social Work student, you need permission of the instructor

Clinical Licensure Hours:
This course contains some clinical content, as required by the Minnesota Board of Social Work for eligibility for the Licensed Independent Clinical Social Worker (LICSW). The number of hours in each required category is listed below:

<table>
<thead>
<tr>
<th>Area</th>
<th>Differential Diagnosis</th>
<th>Assessment based treatment planning</th>
<th>Clinical Intervention Methods</th>
<th>Evaluation methodologies</th>
<th>SW values and ethics</th>
<th>Culturally specific clinical assessment</th>
<th>Other areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>7</td>
<td>3</td>
<td>20</td>
<td>0</td>
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<td>0</td>
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</tbody>
</table>

Part II: Course outcomes

Course Objectives

After successfully completing this course, students will be able to:

1. Describe the diagnostic and functional definitions of SPMI and SED
2. Understand the lived experiences of people with SPMI and SED and their families, and utilize practice approaches that are founded in empathy and relationship
3. Engage in collaborative assessment and treatment planning with persons with SPMI and SED
4. Understand the role of recovery and resilience in individuals with SPMI and SED, and engage them in approaches that maximize these assets, as well as thinking critically about strengths-based approaches with these populations
5. Understand and engage in practices related to maximizing wellness in persons with SPMI, and be familiar with the emerging approaches to improve the health of these individuals, including complimentary and integrated health/mental health interventions
6. Understand and be familiar with evidence-supported practices used in working with people with SPMI and SED, including interdisciplinary interventions, family interventions and peer support models
7. Understand and be familiar with the various treatment milieus and systems of treatment along the spectrum, and the systems social and governmental supports available to people with SPMI and SED, as well as the stressors and social justice issues related to utilizing these supports.

8. Utilize historical and cross-cultural perspectives on SPMI and SED in engaging client systems.

9. Be familiar with models and roles of case management in working with people with SPMI and SED.

**Social Work Practice Competencies**

Successful completion of this concentration course implies that the student has achieved competency in the following advanced practice behaviors:

<table>
<thead>
<tr>
<th>Competency: 2.1.1 – Identify as a professional social worker and conduct oneself accordingly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers:</td>
</tr>
<tr>
<td>Practice Behavior</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>• Apply knowledge of social services, policies and programs relevant to their area of practice</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency: 2.1.3 – Apply critical thinking to inform and communicate professional judgments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:</td>
</tr>
<tr>
<td>Practice Behaviors</td>
</tr>
<tr>
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<tr>
<td>• Identify and synthesize multiple sources of knowledge to understand policy and practice issues related to their area of practice.</td>
</tr>
<tr>
<td>• Identify and evaluate models of assessment, prevention, intervention and evaluation that are appropriate to their area of practice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EP 2.1.4 Engage diversity and difference in practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:</td>
</tr>
<tr>
<td>Practice Behavior</td>
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</tbody>
</table>
• Engage in practice that challenges the systems of privilege and oppression by utilizing the culturally relevant assessments and interventions specific to the context of their area of practice | Ob. 8  
S&r 2, 3, 5 | Interview  
Site visit  
Case study

**Competency: 2.1.7 – Apply knowledge of human behavior and the social environment**
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
<th>Assessed</th>
</tr>
</thead>
</table>
| • Evaluate and synthesize theories and perspectives of human behavior and the social environment to choose and apply methods of assessment, intervention and evaluation in their area of practice | Ob 2,6  
S&R 1, 2, 3, 6, 7, 9, 10, 13 | Case study |
| • Demonstrate knowledge of ethnocultural, biological, psychological and spiritual frameworks, and multi-axial diagnostic classification systems used in the formulation of comprehensive mental health assessment and intervention planning. | Obv1, 2, 3, 5, 6, 7, 8, 9  
S&R 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 15 | Case study  
Site visit  
Interview |

**Competency: 2.1.9 – Respond to contexts that shape practice**
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:

<table>
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</table>
| • Assess the impact of historical and contemporary contexts on practice and policy in their area of practice. | Ob 2, 7, 8  
S&R 1, 15 | Interview  
Site visit |
| • Organize and advocate with community members, program participants, service providers, community organizations, policy makers and the public to improve practice and service delivery in their area of practice. | S&R 15 | Interview site visit case study |

**Competency: 2.1.10 (a)-(b) – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities**
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and
<table>
<thead>
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<th>Covered in class through (i.e., activity, reading, content)</th>
<th>Assessed</th>
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</thead>
<tbody>
<tr>
<td>• Engage: Use empathy and collaborative interviewing skills to engage clients in identifying their strengths and problems.</td>
<td>Ob.2,3 S&amp;R 1,2,8</td>
<td>Interview</td>
</tr>
<tr>
<td></td>
<td>(suggest adding some processing of this in interview assignment)</td>
<td></td>
</tr>
<tr>
<td>• Engage: Establish rapport and maintain effective working relationships with clients in clinical mental health settings.</td>
<td>Ob.23 S&amp;R 1,2,8,14</td>
<td>Interview Case study</td>
</tr>
<tr>
<td>• Engage: Employ diverse strategies to arrive at a collaborative focus of work and desired outcomes in clinical social work mental health practice.</td>
<td>Ob.3 S&amp;R 2,8</td>
<td>Interview Case study</td>
</tr>
<tr>
<td>• Employ knowledge of the DSM-IV, the psychosocial assessment interview, and collateral information from key informants and agencies when appropriate to develop a comprehensive collaborative assessment.</td>
<td>Ob.1,23 S&amp;R 1, 2, 3,</td>
<td>Case study</td>
</tr>
<tr>
<td>• Conduct risk assessment according to ethical and legal standards pertaining to child maltreatment, homicide, suicide and other life threatening circumstances.</td>
<td>Ob. 3,4,5 S&amp;R 2, 3, 4, 6, 14</td>
<td>Case study</td>
</tr>
<tr>
<td>• Assess: Assess individuals, families, groups, organizations, and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to clinical social work practice in mental health.</td>
<td>Ob.2, 3, 4, 5, 8 S&amp;R 1,2,3,4, 5, 6, 7,</td>
<td>Case study</td>
</tr>
<tr>
<td>• Use appropriate evidenced-based interventions to help clients resolve identified and agreed upon problems.</td>
<td>Ob 4,5,6, 7,9 S&amp;R 5, 7, 8, 9,10, 11, 12, 13, 14, 15</td>
<td>Case Study Interview Site visit</td>
</tr>
</tbody>
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**Part III: Course requirements**

**Texts and Materials**


All other readings available on E-Reserve

**Assignments** (more information and instruction is available on the course Moodle page):

**CLIENT INTERVIEW**

The student will interview a person who has been diagnosed with SPMI, or the family member of a child with SED, focusing on their lived experience and the course of their experience with the systems they have been involved with in their treatment and support, and focusing on what has been most and least helpful to them, their aspirations and stressors, and their assessment of their own strengths and assets. This will be a semi-structured interview using a series of question areas available on the course Moodle page. The student will summarize their interview and their own critical responses to it (noting that this is NOT a diagnostic interview, and the student’s purpose is NOT to record diagnostic impressions of the interviewee) in a paper not to exceed 7 pages. Double spaced. If the student does not have ethical and appropriate access to an interviewee through internship or employment, a written first-hand account may be substituted as a basis for this assignment. This assignment will require the completion of an informed consent process using a format provided by the instructor.

**SITE VISIT JOURNAL**

Students will conduct 3 sites visits of agencies or facilities serving people with SPMI or SED. These may include regional treatment centers or community hospitals, community support programs, vocational programs, day treatment programs, residential treatment facilities, wellness centers, etc. Students will write a journal entry summarizing their visit, responses and critical thinking concerning each visit using the journal format on the Moodle site by the given due date

**CASE STUDY**

Students will prepare a case study of a person with SPMI or SED to be presented in class in a presentation of not more than 20 minutes, accompanied by a written summary (which may be in outline form) of not more than 5 pages, double spaced, not including references. The case study will cover:

- Assessment and Diagnosis
- The impact of culture, difference and oppression
- Relationship building
- Recovery and resilience
- Treatment and evaluation of treatment
• Supports and systems
• Natural supports, including family
• Health and wellness
• Vocational and social functioning
• Strengths and assets
• Needs and service gaps

ATTENDANCE AND PARTICIPATION

The student is expected to participate appropriately in class, in a manner which furthers learning. The instructor will be responsible for providing opportunities for participation that meet a variety of learning styles. Students is expected to stretch themselves, which may require students who are naturally hesitant to speak in class to challenge themselves to do so, and students who are very forthcoming to restrain themselves. Student participation is critical, and should forward discussion, raise important issues and challenges, and exhibit critical thinking and analysis. One important way students can participate is by responding to other students' case study presentations with cogent questions, statements of support, challenges or suggestions.

Students are expected to be in attendance for 90% of class sessions. Failure to do so without prior instructor authorization (and appropriate make-up material) may result in failure.

GRADING STRUCTURE

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Client Interview</td>
<td>25</td>
<td>xx/xx/xxxx</td>
</tr>
<tr>
<td>Site Visit Journal</td>
<td>25</td>
<td>xx/xx/xxxx</td>
</tr>
<tr>
<td>Case Study</td>
<td>40</td>
<td>xx/xx/xxxx</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>xx/xx/xxxx</td>
</tr>
</tbody>
</table>

GRADING SCALE:

- A    = 93 - 100
- A-   = 90 - 92
- B+   = 87 - 89
- B    = 83 - 86
- B-   = 80 - 82
- C+   = 77 - 79
- C    = 73 - 76
- C-   = 70 - 72
- D+   = 67 - 69
- D    = 60 - 66
Course Policies
There are many University and School of Social Work policies that govern this course. Please go to http://www.cehd.umn.edu/ssw/Documents/SSWCoursePolicies.pdf to see a complete description of all the policies.

Part IV: Course content

Session 1- xx/xx/xxxx:

1. Introduction to course and review of norms and requirements

2. describing SPMI & SED – the lived experience
   a. Intro to integrated SW approach and the mental health system
   b. Strength based approach to SPMI – how does it fit?
   c. The role of empathy and relationship- how do we THINK and talk about people with SPMI – living with SPMI for clients and their families
   d. Ongoing process of grief, acceptance and coping

Class Activities: Lecture
   “The Goggles” exercise and small group discussion

Readings and materials: Spaulding, et. al.- Chapter 1
   Amador- Part I

Mental Health Legislative Network (2008) Minnesota’s Adult Mental Health System. Retrieved from


Session 2- xx/xx/xxxx

1. Defining, assessing, treatment planning with SPMI
   a. Categorical- by diagnosis
      i. Major depressive disorder
      ii. Bi-polar disorder
      iii. Schizophrenia
      iv. Schizo-affective disorder
      v. Borderline personality disorder
      vi. Definition and differentiation of SED and ED youth- relationship between youth and adult diagnoses
   b. By functioning/hospitalization
   c. Cross cultural perspectives

Class Activities: Lecture
   Video clips

Readings and materials: Spaulding, et. al.: Chapters 2 and 3


Session 3- xx/xx/xxxx
1. **Assessment and Treatment planning with SPMI and SED**
   a. Documentation of medical necessity
   b. Impact of cultural on diagnosis, discrimination

**Class Activities:** Lecture
   - Role play “fishbowl”

**Readings and materials:**

- Spaulding et. al.: Chapters 3,4


Session 4- xx/xx/xxxx

1. Recovery and resilience, Wellness and Rehabilitation
   a. Stages of illness
   b. Life stages of coping
   c. Medications and their consequences
   d. Recovery/rehab versus cure

Class Activities: Guest Speaker (s)

Readings and materials:


Session 5- xx/xx/xxxx

1. Wellness and complimentary practices
   a. Introduction to improved health outcomes (SAMSHA measures of wellness, 10 by 10)
   b. Introduction to integrated alternative approaches
c. Introduction to Vocational Models: Return to health/work

d. Integrated health/mental health
   i. Mind/body work (Matt Sanford)
   ii. Complimentary interventions (acupuncture, body work, etc.)

e. Peer and radical mental health models

Class activities: Lecture
   Guest Speaker
   Structured small group exercise

Readings and materials:


Session 6- xx/xx/xxxx

1. Social resources and stressors
   a. Housing and homelessness
   b. Finances
c. Transportation
d. Family issues
e. Lack of insurance

Class Activities: Lecture
   Role Play
   Simulation exercise

Readings and materials:
   Spaulding et. al: Chapters 9,10


146.


Session 7- xx/xx/xxxx
1. Children
   a. Children’s milieus:
i. Access points
ii. Levels of care
iii. Community-based services
iv. Respite and foster care
v. Residential care

b. Illness and development
c. Evidence informed practices with children
   i. Minnesota model
   ii. Trauma focused CBT
   iii. Wraparound services

Class Activities: Lecture
   Video clips

Readings:


Session 8- xx/xx/xxxx

1. Adult Milieus:
   a. CSPs and other outpatient and community models
   b. Residential Tx/ ERTS
   c. Supported Housing
   d. Community hospitals
   e. Regional treatment centers
   f. Prisons

Class Activities: Lecture
   Guest Lecture
   Case Study Presentations

Readings:


**Session 9- xx/xx/xxxx**

1. Introduction to Adult Evidence informed Practices and multidisciplinary care- Part I
   a. ACT
   b. Illness, management and recovery

   **Class Activities:** Lecture
   - Small group exercise
   - Case Study Presentations


and Empirically Supported Interventions?. *Best Practice in Mental Health*, 4(2), 34-58.

**Session 10- xx/xx/xxxx**

1. Adult Evidence informed practices- part II
   a. DBT
   b. Outpatient psychotherapy support

Class Activities: Lecture
- Fishbowl Exercises
- Video clips
- Case Study Presentations

Readings and materials:


**Session 11- xx/xx/xxxx**

1. Strategies for enhancing insight and Therapeutic/ working alliance
   a. Motivational interviewing
   b. LEAP (insight technique)

Class Activities: Lecture
- Fishbowl exercises
- Video clip
- Case Study Presentations

Readings and materials:
Amador Parts II and III


Session 12- xx/xx/xxxx

1. Dual Diagnosis, co-morbid
   a. Integrated Dual Diagnosis Treatment
   b. When diagnostic categories don’t fit

Class Activities: Lecture
   Case study presentations

Readings:


Session 13- xx/xx/xxxx

1. Family interventions
   a. Parents, Loved ones, Siblings, spouses
   b. Children of parents with mental illness
   c. Family accommodation and support for SPMI clients
   d. Family psycho-education and support (NAMI)
   e.

Class Activities: Guest Panel
Case Study Presentations

Readings:


Session 14- xx/xx/xxxx

1. Crisis management and danger to self/others/civil commitment

Class Activities: Lecture
Role Play
Case Study Presentations

Readings:
Amador- part III


Session 15- xx/xx/xxxx

1. Case management/Case Coordination/ interdisciplinary work
   a. SSD/SSI
   b. MA
   c. CADI
   d. ARMHS
   e. Supportive housing
   f. Police
2. Closure and reflection - envisioning a mental health system

Class Activities: Lecture
- Simulation exercise
- Small group exercise
- Case Study Presentations

Readings:


BIBLIOGRAPHY, RESOURCES AND ADDITIONAL READINGS


Chouinard, V. (2009). Placing the 'mad woman': troubling cultural representations of being a woman with mental illness in Girl Interrupted. Social & Cultural Geography, 10(7), 791-804.


The Icarus Project. http://theicarusproject.net/


Mental Health Consumer/Survivor Network website.  


NAMI Minnesota Website. http://www.namihelps.org/


