

SOCIAL WORK 385—SOCIAL WORK AND MENTAL HEALTH
SPRING 2021
Online-Hybrid
See Calendar for Virtual Sessions

INSTRUCTOR

Instructor: Tara Anderson (she, her, hers) DSW, LCSW, CSAC
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- This is a general mailbox and messages will be forwarded to me on weekdays during business hours. Please indicate the message is for me, the course name, and your return call information.

Email: My preference is through the Canvas Inbox but you can also contact me at tanderso@uwsp.edu

Virtual Student Office Hours: See link in Canvas for Zoom office hours. Tuesdays 1-2pm, Wednesdays 7-8pm, Thursdays 12n-1pm and available to meet over phone or online via Zoom by appointment.

Instructor's Corner: General course questions can be posted in the Instructor's Corner on the Canvas course site. Students are encouraged to answer each other's questions here as well.

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.

RENTAL TEXT

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

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 social work students with further knowledge on mental health across the lifespan. Social workers 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 by 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. Compare the role of social work as part of an interdisciplinary team in mental health services from historical, contemporary, and future perspectives. (Comp 1, 3)
3. Engage in self-care methods to develop resiliency to support yourself and others. (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. Understand the role of the DSM 5 in understanding mental health, substance use, and co-occurring disorders, including how to interpret behavioral health screening tools as part of the assessment component of the framework of the DSM 5. (Comp 7)
6. 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)
7. Identify characteristics of recovery-oriented practices as a guide for social work practice. (Comp 1,6,7, 8)
8. Identify local mental health prevention, treatment, or recovery resources/agencies/coalitions through engagement with community organizations. (Comp 6)
9. Describe primary, secondary, and tertiary mental health prevention public policies. (Comp 5)
10. Understand principles of trauma-informed care. (Comp 1,6-8)

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

At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the Disability and Assistive Technology Center to discuss accommodations in classes.

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

Online synchronous sessions should be treated the same as the regular classroom. Upon entering the classroom, please turn phones to silent and put them away. 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

Course Technology Requirements

- webcam
- microphone
- access to a printer as needed
- a stable internet connection

Information about Zoom

Zoom is the UWSP Web Conferencing Tool. Virtual, live conversations are hosted on this platform. Follow this link to read more about Zoom and to activate your account:

<https://www.uwsp.edu/infotech/Pages/Tutorials/Zoom/Zoom.aspx>

To enter our Zoom class sessions, you'll navigate to the Canvas page, select our course, then scroll down to Zoom tab. You'll then select the appropriate date and join.

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

Virtual Class Attendance and Class Participation

Students are expected to attend class regularly and read the assigned readings before class. If students are unable to attend class, they must discuss this with the instructor prior to class. Different students have different learning styles; as such, the instructor takes an inclusive view of participation which includes verbal and non-verbal participation, active engagement with all required texts and materials, and participation in small and large group discussions. Participation is actively completing in-class assignments, engaging with peers in group work, and cooperating in creating a supportive, respectful environment.

Please advise your instructor if you are not able to attend a virtual session for alternative arrangements.

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.

The following netiquette tips will enhance the learning experience for everyone in the course:

- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable.

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). Netiquette: Make it part of your syllabus. *Journal of Online Learning and Teaching*, 6(1). http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm

Shea, V. (1994). Netiquette. Albion.com. <http://www.albion.com/netiquette/book/>.

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 will be given. No late assignments will be accepted two weeks past their due date. *Please reach out if there is a situation preventing you from submitting your work on time so we can work together.*

Communication

Communication will occur virtually through Canvas, email, and Zoom. If you need to contact me about a private matter, send me a message through the Canvas inbox or email. I typically respond to messages within 24 hours (except weekends). If your question is related to a general course matter, consider asking it in the Tara's Corner discussion board; you are encouraged to answer each other's questions as this will benefit everyone. I welcome the opportunity to meet with students via Zoom, cell, or email to discuss assignments and/or course content. Student feedback is welcome throughout the course.

CLASS FORMAT

This course will be delivered online through the course management system Canvas. You will use your UWSP account to login to the course from the Canvas Login Page. Virtual sessions will be conducted via Zoom.

The virtual/hybrid course breakdown includes virtual sessions every other Monday night, online instruction/learning activities, and coursework (reading & assignments). Compared to a traditional classroom experience, a blended live and online class requires greater self-motivation. The classroom component will consist of lecture, discussion, and group activities directed at helping the student absorb the knowledge, values, and skills essential for effective social work practice.

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

CLASS FORMAT & VIRTUAL SESSIONS

This course will be conducted in an online hybrid format with virtual sessions over Zoom. In between sessions students will participate in asynchronous course activities.

Virtual sessions:

Monday 1/25/2021 6:00pm – 8:50pm
Monday 2/8/2021 6:00pm – 8:50pm
Monday 2/22/2021 6:00pm – 8:50pm
Monday 3/8/2021 6:00pm – 8:50pm

Spring Break week of 3/22- no class

Monday 3/29/2021 6:00pm – 8:50pm, *note: instructor meetings on area of interest project, time TBD*
Monday 4/12/2021 6:00pm – 8:50pm
Monday 4/26/2021 6:00pm – 8:50pm
Monday 5/10/2021 6:00pm – 8:50pm
Monday 5/17/2021 6:00pm – 7:00pm, *note: optional finals week Q & A session*

COURSE REQUIREMENTS

- | | |
|--|------------|
| 1. Discussion Boards (4) | 40 points |
| 2. Self-care Assessment/Plan/Evaluation (due module 1, 8, 15) | 30 points |
| 3. “In the news” groups | 10 points |
| 4. Psychological 1 st Aid certificate of completion (due module 10) | 50 points |
| 5. COVID-19 Effects on Mental Health Group Presentation | 50 points |
| 6. Area of Interest Project (due module 14) | 100 points |
| 7. Resiliency Project (due module 6) | 40 points |
| 8. Case Study (Final) | 50 points |

Total: 370 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 Discussion Boards (4) 10 points each = 40 points total, Competency 1-9

Discussion Board posts will be conducted for 8 of the modules. These will be written, audio, video, or other multi-media posts. See Rubric in Canvas. Professional engagement and responses in the discussion board is expected that aligns with social work values. Posts should include thoughts, feelings, reactions, and experiences as well as critical thinking and evidence-based responses that include APA citations and references, full sentences, and proper punctuation. Posts will consist of minimally an initial post and 2 responses to peer discussion posts. Late posts not accepted.

“In the News” Group Facilitation Leaders, 10 points, Competency 1-5

Students will be placed in groups and each group will bring in a news article relevant to the course topic for the virtual session. During the virtual session, students will provide classmates with the article, summarize the article, and each group member will facilitate break-out sessions discussing the article, then each group member will discuss in the large group key points discussed in break-out sessions. See details in Canvas. Groups present in module 3,5,7,13,15.

Self-Care Assessment/Plan/Evaluation: Due Module 1, 8, 15, (30 points total), Competency 1

Self-care will be addressed throughout the course. This includes a personal self-care assessment, creating and implementing a self-care plan for the semester, and evaluating and modifying your plan. Complete the assessment and plan in Module 1, implement your plan and report on progress/modifications Module 8, and evaluate during module 15. See details in Canvas.

Resiliency Project: Due Module 6, (40 points), Competency 2, 3, 5

This activity involves experiential and interactive exercises and reflection. See details in Canvas.

Psychological First Aid Certificate of Completion: Due Module 10, (50 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.

COVID-19 Effects on Mental Health Group Presentation: Due Module 11, (50 points), Comp 1-9

COVID-19 has had an impact for many on both their physical health, but also their mental wellbeing. As a class we will collaborate on developing guidelines for group presentations that will focus on describing a population/group, how that group has been impacted by COVID-19 in relation to social emotional health, and the role of interdisciplinary professionals in responding/strategies to support this group.

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

Choose an area of interest related to a mental health diagnosis to learn more about over the course of the semester. To gain information on this topic you will read peer-reviewed journal articles on the topic, utilize reputable websites such as SAMHSA and NIMH, as well as view at least 2 related free professional webinars. 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 advocacy group or policy. References should include at least 3 peer-reviewed journal articles, 1 reputable national or regional mental health website, and the professional development webinars you viewed. Certificates of completion from webinars should also be attached (when available). Area of interest should be turned into the instructor by module 2. Additional details in Canvas, including list of free professional development webinars.

Final Exam- Case Study: 50 points, Competency 1, 2, 6-9

Your final exam consists of a comprehensive case study that will be due during Finals Week. You will be provided the case study and a series of questions to respond to that covers concepts throughout the course.

COURSE SCHEDULE AND TOPICS: See Canvas for further details

Module 1 (Competency 1,6)

1/25-1/31

Topics: Course Introduction- What is Mental Health? What is Recovery? Stigma & Language, Interdisciplinary Team, Introduction to Recovery Oriented Practice

Read: Mignon Chapter 1 and additional required readings and videos posted in Canvas

Due: Self-Care Assessment 1/31

Virtual Session: Monday 1/25, 6-8:50pm

Module 2 (Competency 1-3)

2/1-2/7

Topics: Historical/Contemporary Views of Mental Health

Read: Mignon Chapters 2 and additional required readings and videos posted in Canvas

Discussion Board due 2/7

Due: Turn in topic for area of interest project

Module 3 (Competency 1,2,6-8)

2/8-2/14

Topics: Mental Health Clients and their Families

Read: Mignon Chapters 3 and additional required readings and videos posted in Canvas

Virtual Session: Monday 2/8, 6-8:50pm

Module 4 (Competency 2,4,5)

2/15-2/21

Topics: Gender/Race/Ethnicity & the Mental Health System

Read: Mignon Chapters 7 and additional required readings and videos posted in Canvas

Discussion Board due 2/21

Module 5 (Competency 2,4,5)

2/22-2/28

Topics: Across the Lifespan

Read: Mignon Chapters 4 and additional required readings and videos posted in Canvas

Virtual Session: Monday 2/22, 6-8:50pm

Module 6 (Competency 2,3,5)

3/1-3/7

Topics: Risk & Resiliency/Protective Factors

Read: Required readings and videos posted in Canvas

Due: Resiliency Project due

Module 7 (Competency 7-8)

3/8-3/14

Topics: Introduction to the DSM 5, Depressive Disorders, Co-Occurring Disorders, Screening Instruments

Read: Mignon Chapter 5 and additional required readings and videos posted in Canvas

Virtual Session: Monday 3/8, 6-8:50pm

Discussion Board due

Module 8 (Competency 7-8)

3/15-3/19 (Short week due to Spring Break)

Topics: Anxiety disorders

Read: additional required readings and videos posted in Canvas

Due: Video Journal Check-in on Self-Care

Spring Break until 3/28

Module 9 (Competency 2,4,5,8)

3/29-4/4

Topic: Area of interest mental health projects

Read/Watch: Required readings and videos posted in Canvas

Virtual Session: Monday 3/29, 6-8:50pm- broken up into group meetings with instructor around similar topics,
Time of each group meeting TBD (6-8pm), presentation groups can meet 8-8:50pm

Module 10 (Competency 7,8)

4/5-4/11

Topics: Trauma-Informed Care, Adverse Childhood Experiences, PTSD, Psychological First Aid

Read: Required readings and videos posted in Canvas, enroll in free Psychological First Aid course (see module) and complete course

Due 4/11: Psychological First Aid Certificate of Completion Discussion Board due

Module 11 (Competency 1-9)

4/12-4/18

Topics: Suicide Prevention training and Group Presentations

Virtual Session: Monday 4/12, 6-8:50pm, Guest Presenter – QPR training, Group Presentations

Module 12 (Competency 6,7)

4/19-4/25

Topics: ADHD, Autism Spectrum Disorder

Read: Required readings and videos posted in Canvas

Module 13 (Competency 1,2,6-8)

4/26-5/2

Topics: School & Children's Mental Health

Read: Required readings and videos posted in Canvas

Virtual Session: Monday 4/26, 6-8:50pm

Module 14 (Competency 1,5,6,8)

5/3-5/9

Topics: Primary/Secondary/Tertiary Prevention, Recovery Approaches

Read: Mignon Chapter 12 and additional required readings and videos posted in Canvas

Due: Area of Interest assignment 5/9

Module 15 (Competency 1,3,5,7,9)

5/10-5/16

Topics: Substance Use Disorders, Legal & Criminal Justice System, Specialty Courts

Read: Mignon Chapter 8 & 10 and additional required readings and videos posted in Canvas

Due: Self-Care Evaluation 5/16

Virtual Session: Monday 5/10, 6-8:50pm, Guest Presenter- Chapter 51 & 55

Finals Week

Optional Virtual Session: Monday 5/17, 6-7pm

Final Exam: Case Study due 5/19