

# **SOCIAL WORK 385—SOCIAL WORK AND MENTAL HEALTH**

FALL 2020

Online-Hybrid

See Calendar for Virtual Sessions

## **INSTRUCTOR**

Instructor: Tara Anderson DSW, LCSW, CSAC

Office: CCC 0464

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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: [tanderso@uwsp.edu](mailto:tanderso@uwsp.edu)

Virtual Office Hours: Available to meet 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.

## **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.

## **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](http://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)

## **UWSP POLICIES**

### **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](mailto: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](http://www.uwsp.edu/library/chat) Email: [librefd@uwsp.edu](mailto:librefd@uwsp.edu)
- Text: 715-602-3542
- Personal Research Consultation via Zoom <https://www.uwsp.edu/library/Pages/researchConsultation.aspx>

## **PROFESSIONAL BEHAVIOR AND CLASSROOM EXPECTATIONS**

### **Attendance and Class Participation**

Students are expected to attend class regularly, read all assigned texts, and watch assigned multimedia prior to 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 more than asking a question or making a comment before the entire class; participation is actively completing in-class assignments, engaging with your 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.

### **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 their 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](mailto:techhelp@uwsp.edu)

#### Course Technology Requirements

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

### **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](mailto:uwsp@uwsp.edu). 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

### **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](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**

One of the goals of this class is to learn accurate information that will help us change prejudice and discrimination--our own and that of others. There is an expectation that students will do their best to use non-sexist, non-racist, gender-neutral, and non-stigmatizing language during class discussions and in written work. Some useful guidelines for accomplishing this include:

- When referring to ethnic and racial groups use the language that is presently acceptable to that group.
- When referring to people who have intellectual, cognitive, or emotional challenges, or are homeless, etc. present this in a way that does not stigmatize them. Avoid using terms like "the mentally ill", "the disabled", "illegal aliens" or "the homeless". Instead, use person-centered language, such as "individuals experiencing mental illness", "people with disabilities", undocumented immigrant or worker, etc.

### **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/>

The instructor welcomes the opportunity to meet with students to discuss assignments and/or course content. Please schedule an appointment.

### **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. *There is a one-day automatic grace period for all assignments except discussion board posts and scheduled class presentations.*

### **Student Feedback**

Student feedback is welcome either informally or formally about classroom learning and content, the instructor's teaching strategies, scheduling, or other items. Students are encouraged to provide feedback during office hours, by phone, by e-mail, and by appointment, if they desire.

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

### **CLASS FORMAT & VIRTUAL SESSIONS**

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

#### *Virtual sessions:*

Tuesday 9/8	3:30pm-4:45pm
Tuesday 10/6	3:30pm-4:45pm
Tuesday 11/10	3:30pm-4:45pm
Tuesday 12/1	3:30pm-4:45pm

### **COURSE REQUIREMENTS**

1. Discussion Boards (module 1-8)	80 points
2. Self-care Assessment/Plan/Evaluation (due module 8)	30 points
3. Psychological 1 <sup>st</sup> Aid certificate of completion (due module 4)	50 points
4. Community Resource Guide (due module 6)	25 points
5. Area of Interest Project (due module 7)	100 points
6. Resiliency Module (due module 5)	40 points
7. Case Study Final (due module 8)	<u>50 points</u>
	Total: 375 points

### **GRADING SCALE**

<b>Percent</b>					
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 Board (10 points each = 80 points total, Competency 1-9): Module 1-8**

Discussion Board posts will be conducted for each module. 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.

### **Psychological First Aid Certificate of Completion: Due Module 4, 50 points, Competency 1,6-8**

Work at your own pace to complete an online Psychological First Aid course. 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. See Canvas for more details and to pick which online course you will complete from a set of options. You will submit a certificate of completion.

### **Self-Care Assessment/Plan/Evaluation: Due Module 8, 30 points, Competency 1**

Work at your own pace through the self-care module. This includes a personal self-care assessment, creating and implementing a self-care plan for the semester, and evaluating your plan. Suggested timeline: complete the assessment in Module 1, develop/implement your plan starting Module 2, and evaluate during module 7. Your submission will be a 2-3 page reflection paper, submitted during Module 8 or sooner. See details in Canvas.

### **Resiliency Module: Due Module 5, 40 points, Competency 1, 8**

Work at your own pace through the resiliency module. Your submission will be a 2-3 page reflection paper, submitted during Module 5 or sooner. See details in Canvas.

### **Community Resource Guide: Due Module 6, 25 points, Competency 1, 6**

As a class we will compile a community resource guide of agencies, coalitions, and state or local programs related to mental health. Each person will be responsible for contributing to the guide. Plan to identify which community resource you will research to submit to instructor by module 2 to avoid duplicates. Some of the information you will collect will include basic information such as website/email/address/phone as well as a description of the organization, information on populations served, and services offered. It will also involve making a phone or email contact with the organization to identify if/how services are impacted by COVID-19, including access to services. See Canvas for more details.

### **Area of Interest Project: Due Module 7, 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. Area of interest should be turned into the instructor by module 2. Additional details are on Canvas, including instructor provided list of free professional development webinars.

### **Final Exam- Case Study: Module 8, 50 points, Competency 1,2,6-9**

Your final exam consists of a comprehensive case study that will be provided during Module 8. 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**

Self-Care Module- ongoing Module 1-8

Resiliency Module- ongoing Module 1-5

Module 1 (Competency 1,6)

9/2/20-9/13/20

**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

**Discussion Board:** Introduction board due 9/6 and topic board due 9/13

**Virtual Session:** Tuesday Sept 8, 3:30-4:45pm

Module 2 (Competency 1-3)

9/14/20-9/27/2020

**Topics:** Historical/Contemporary/Individual Views of Mental Health, Risk & Resiliency/Protective Factors

**Read:** Mignon Chapters 2-3 and additional required readings and videos posted in Canvas

**Discussion Board due 9/27/20**

**Due:** Turn in topic for area of interest project, turn in community resource guide selected organization

Module 3 (Competency 2,4,5)

9/28/20-10/11/2020

**Topics:** Across the Lifespan, Gender/Race/Ethnicity & the Mental Health system

**Read:** Mignon Chapters 4 & 7 and additional required readings and videos posted in Canvas

**Discussion Board due 10/11/20**

**Virtual Session:** Tuesday October 6, 3:30-4:45pm

Module 4 (Competency 7-8)

10/12/2020-10/25/2020

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

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

**Discussion Board due 10/25**

**Due: Psychological First Aid Certificate of Completion**

Module 5 (Competency 7)

10/26/2020-11/8/2020

**Topics:** Trauma-Informed Care, Adverse Childhood Experiences, PTSD

**Read:** Required readings and videos posted in Canvas

**Discussion Board due 11/8**

**Due: Resiliency Module**

Module 6 (Competency 6,7)

11/9/2020-11/22/2020

**Topics:** ADHD, Autism Spectrum Disorder, School & Children's Mental Health

**Read:** Required readings and videos posted in Canvas

**Discussion Board due 11/22**

**Due: Community Resource Guide**

**Virtual Session:** Tuesday November 10, 3:30-4:45pm



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

11/23/2020-12/6/2020

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

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

**Discussion Board due 12/6**

**Due: Area of Interest assignment**

**Synchronous Session:** Tuesday December 1, 3:30-4:45pm....QPR suicide prevention training

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

12/7/2020-12/18/2020

**Topics:** Primary/Secondary/Tertiary Prevention, Recovery Approaches, Wrap-Up

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

**Discussion Board due 12/13**

**Final Exam: Case Study due**