SWK-S 683 Community-based Practice in Mental Health and Addiction (3 cr.)

Course Information

Semester Year: XXXXX  
Section Number: XXXXX  
Location: XXXXX  
Day: XXXXX  
Time: XXXXX  

Instructor: XXXXX XXXXXXXXX  
Office: XXXX  
Email: XXXX  
Phone: XXXX  
Office Hours: XXXX

Course Description

Students enrolled in this course will examine a wide range of community-based services provided for people with severe mental health and substance use disorders including co-occurring mental and substance use disorders. Special attention is given to strengths-based, consumer informed, and evidence-based prevention and treatment models. Content includes, but is not limited to, community-based services in areas of prevention, case management, supported employment, housing, illness management, family support services, dual disorder treatment, and peer support services. Students also examine a variety of issues involved in the provision of community-based services such as ethical and legal issues, quality and continuity of care, health disparities, cultural competency, organizational and financial factors, and other relevant policy and practice issues. Students will examine linkages between community based services and the advancement of human rights and social and economic justice for persons with mental illnesses and substance use disorders.

Course Competencies

- 2: Engage Diversity and Difference in Mental Health and Addictions Practice.
- 6: Engage with Organizations and Communities in Mental Health and Addictions settings.
- 7: Assess Organizations and Communities in Mental Health and Addictions settings.
- 8: Intervene with Organizations and Communities in Mental Health and Addictions settings.

Course Objectives

Through active participation in the learning experiences and completion of the readings, assignments, and learning projects offered throughout this seminar, learners are expected to demonstrate the ability to:

**S683-01** Recognize the person “behind the illness” and demonstrate respect for the strength and courage of persons and families affected by mental illness and substance use disorders.

**S683-02** Apply person-in-environment, consumer-focused, and recovery-oriented perspectives to understand the diverse and complex issues involved in serving people affected by severe mental illness and substance use disorders.

**S683-03** Apply social work values and ethics and relevant legal considerations within the context of community-based service to people affected by severe mental illness and addictions.
S683-04 Critically analyze, synthesize, evaluate, and apply theoretical and empirical knowledge to community-based mental health and substance use disorder services to persons affected by or at risk of severe mental illness and addictions, their families, and their communities.

S683-05 Further develop cultural competence in understanding human diversity and difference and the lived experiences of diverse population groups who struggle with severe mental illnesses and substance use disorders.

S683-06 Apply advanced engagement, assessment and intervention and evaluation skills in a variety of social work roles such as case manager, resource developer, counselor, educator, advocate, and planner in service to persons affected by or at risk of severe mental illness and substance use disorders.

S683-07 Select and implement effective and relevant evidence based services that serve to reduce stigma, marginalization, oppression, disempowerment and alienation for those who are impacted by severe mental illness and substance use disorders.

S683-08 Apply knowledge of state and federal mental health and addictions policies, laws, and administrative and fiscal practices in community based service to persons affected by severe mental illness and substance use disorders.

Recommended Texts:


Recommended Additional Readings:


Course Content

This course examines various community-based services for people with severe mental illness and substance use disorders, focusing on evidence-based and consumer informed practice models. As a part of the class, students will examine ethical, legal, financial, organizational, and cultural factors along with continuum of care in community-based services. Class meetings will consist of a combination of lectures, videos, and active student participation and discussion of the topics and assigned readings. Several guest speakers will share their knowledge, experience, and insight on issues related to providing services in a variety of community settings.

Resources

- Canvas email will also be used a way to communicate between instructor and students. You are expected to check the course announcements on Canvas before each class.
- Additional readings will be assigned throughout the semester and be posted on Canvas. Students are expected to read at least 3 readings each week from the lists provided per class session.

Course Outline

Preview

Dates: Class #1

Overview

A. Syllabus review
B. Assignments review
C. Expectations regarding readings

Assignments

Readings
1. Syllabus

Module 1: Understanding Severe Mental Illness, Stigma and Diversity Factors in Mental Health.

Dates: Class #2

Overview

A. Understanding Severe Mental Illness & Stigma

Assignments

Readings


**Individual Assignment**

1. Readings above.

**Dates:** Class #3

**Overview**

A. Diversity Factors in Community Mental Health Practice

**Assignments**

**Readings**

1. Yeager, Chapter 11.


**Individual Assignment**

1. Readings above.

**Module 2: Evidence Based Practices**

**In Community Mental Health, Consumer and Family Assessment and Treatment Planning**

**Dates:** Class #4
Overview
A. Overview of evidence based practices in community mental health including services for persons with severe mental illnesses and their families.

Assignments

Readings
14. Review the ACEs study on the Centers for Disease Control and Prevention website: Adverse Childhood Experiences.
Individual Assignment

1. Practice Application – Getting in Touch with the Person Behind the Illness

Dates: Class #5

Overview

A. Assessment and treatment planning for persons with serious mental illnesses, family support services, trauma informed care in CMH Practice

Assignments

Readings


Individual Assignment

1. Readings above, critical reflection.

Module 3: Case Management, Supported Housing, Supported Employment and Peer Support

Dates: Class #6

Overview

A. Evidence practice models for Case Management, supported housing, supported employment and peer support for Persons with Severe Mental Illnesses
Assignments

Readings


Assignment

1. Readings above, critical reflection.

Dates: Class #7

Overview

A. Supported Employment, Housing and Peer Support

Readings


mental illness: Past, current, and future research. *Journal Of Vocational Rehabilitation, 40*(1), 1-13


**Assignment**

1. Readings above, critical reflection.

**Module 4: Dual Diagnosis, Medication Management and Criminal Justice System Intersections**

**Dates:** Class #8

**Overview**

A. Dual Diagnosis & Medication Management

**Readings**


Individual Assignment
1. Readings above, critical reflection.

Dates: Class #9

Overview
A. Criminal Justice and Mental Health Intersections

Readings

Individual Assignment
1. Readings above, critical reflection.
Overview

A. Special Populations

Readings


**Individual Assignment**

1. Readings above, critical reflection.

**Dates: Class #11**

**Overview**

A. Special Populations – Presentations

**Group Assignment**

1. Special Population Presentation and PSA

**Dates: Class #12**

**Overview**

A. Suicide Prevention, Intervention, Postvention

**Readings**


**Individual Assignment**

1. Readings above, critical reflection.

**Module 6: Ethical and Legal Considerations in Community Mental Health and the future of CMH.**

**Dates:** Class #13

**Overview**

B. **Ethical and Legal Considerations in Community Mental Health**

**Readings**


**Individual Assignment**

1. Readings above, critical reflection.
Dates: Class #14

Overview
A. The Future of Community Mental Health in Uncertain Times

Readings

Individual Assignment
1. Readings above, critical reflection.

Dates: Class #15

Overview
A. Final Presentations on Research Papers

Individual Assignment
1. Research Paper

Dates: Class #16

Overview
A. Final Presentations on Research Papers and semester wrap up.

Assignments and Grading

Assignments
1. Practice Application – Getting in Touch with the Person Behind the Illness
   a. DUE: .................................................. Week 4
   b. Points: ............................................ 50 points
2. Special Populations and PSA Presentation
   a. DUE: .................................................. Week 11
   b. Points ............................................. 50 points
3. Research Paper
   a. DUE: .......................................Week 15
   b. Points: ...................................100 points

4. Additional Course Assignments
   a. DUE.........................................TBD
   b. Points .....................................50 points

5. Class participation
   a. Due .........................................Weekly
   b. Points .....................................25 points

Total Points: 275

Assignment Details

1. Practice Application – Getting In Touch With the Person behind the Illness
   Due: Week 4
   Page Length: 5-7 pages, APA
   Value: 50 points

Select and read an autobiographical or biographical book that describes a person’s individual struggle with an addiction or a mental health challenge or dual diagnosis. Succinctly summarize the major content of the book. Use the outline below as a guide and feel free to modify as you see fit.

   a. Overview of your book
   b. Narrative summary of the person behind the illness including:
      1. Challenges
      2. Resiliency factors
   c. Impact of the mental illness or addiction on the family.
   d. Stigma associated with the mental health or addiction issue and how it impacted the client, his or her family and help seeking.
   e. Describe the person in environment factors that impaired or supported the person getting help.
   f. Describe gaps in services that may have adversely impacted treatment. Think about the continuum of care that was in place at the time depicted in your chosen book to speak to gaps in services and/or barriers to services.
   g. Describe outcomes, successes or failures and their impact on the client and his/her family.
   h. Summarize your learning. How does this autobiography or biographical account help you in achieving a better understanding of the “person behind the illness” and how will you utilize this understanding in your work with clients.

A rubric for grading will be provided on the course Canvas site.
2. Special Population Presentation and PSA

Due: Week 11

Value: 50 points

For this assignment, students will work in groups and complete the assignment following instructions below. First, each group should agree upon and select a special population and mental health issues related to this population (e.g., young adults and schizophrenia; older adults and dementia; women and bipolar disorder; veterans and PTSD; refugees and trauma/PTSD; adults and opioid addiction; etc.).

Part 1 - PSA

Each group will prepare a 2 – 5 minute videotaped Public Service Announcement designed to reduce stigma on issues related to special groups of people with severe mental illness/addiction such as women, LGBTQ, elderly, ethnic minority groups, etc. The presentation must address the following:

A. Describe the population and at risk issues (special issues they face),
B. Illustrate how stigma interferes with people getting the help they need;
C. Illustrate what the public can do to more effectively support your population group and reduce stigma, alienation and isolation.

Part 2 – PowerPoint Presentation

Each group will create a PowerPoint presentation focused on issues related to special groups of people with severe mental illness/addiction such as women, GBLT, elderly, ethnic minority groups, etc. The presentation must include the following:

A. Clear description of the population and at risk issues;
B. Special assessment/treatment issues/needs;
C. Particular gaps, barriers or service provision challenges;
D. Promising interventions that seemed to be well tailored to deal with the issues they face;
E. Competencies necessary to treat this population, and;
F. Ethical concerns/issues.

The group presentation should start with an introduction, then the PSA, then the PowerPoint presentation. Presentations will occur Week/Class 11.

A handout of key points should be provided for your colleagues and the professor. Plan for a 40 minute presentation. A grading rubric will be provided in the Canvas course site.

3. Research Paper

Due: Week 15

Page Length: 12-15 pages, APA

Value: 100 points

Individually, each student will write a research paper that focuses on a topic of his/her interest related to some aspect of community mental health for people with severe mental illness. The paper can focus on a particular diagnosis of severe mental illness (e.g., schizophrenia, depression), evidence based practices supported in the literature, a promising treatment modality, relevant ethical or legal
issues (e.g., use of seclusion, legal commitment), social justice issues, and any other relevant issues related to people with SMI (e.g., incarceration, homeless, families of people with SMI). You must demonstrate a command of the literature on the topic. Be creative to organize your paper reflecting your critical thinking but make sure that the final paper includes thorough a review and analysis of the topic, its related services and policies, and discussion on social work implications, and recommendations for improvements. This is a second year, upper division graduate course – and the paper should reflect this. You must demonstrate a command of the literature. You can submit a brief discussion of paper topic and outlines for your paper if you would like to get feedback from instructor before your final paper.

Students will present a brief 5-10 minute overview of their research and learning during class sessions #15 and #16 to share with colleagues. A brief one page handout will be provided along with references used for their research paper.

A rubric for grading will be provided on the course Canvas site.

4. Additional Possible Course Assignments:
Additional suggested course assignments include, but are not limited to, quizzes, exams and/or reading reflections, reflections on guest speakers’ presentations, etc.

Due:

Value: 50 points

5. Class Participation
Due: Weekly

Value: 25 points

Students are expected to come to class on time, have assigned readings completed, be able to discuss assigned readings, be able to pose relevant questions and engage actively in class discussions. A rubric will be provided for student self- and faculty assessment of student participation.

Grading Standards
Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

In the Indiana University School of Social Work MSW program, grades of B are the expected norm. Reflecting competency and proficiency, grades of B reflect good or high quality work typical of graduate students in professional schools. Indeed, professors typically evaluate students’ work in such a way that B is the average grade. Grades in both the A and the C range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU MSW students. Because of this approach to grading, students who routinely earned A grades in their undergraduate studies may conclude that a B grade reflects a decrease in their academic performance. Such is not the case. Grades of B in the IU MSW program reflect the average, highly competent, proficient quality of our students. In a sense, a B grade in graduate school is analogous to an A grade in undergraduate studies. MSW students must work extremely hard to achieve a B grade. If you are fortunate enough receive a B, prize it as evidence of the professional quality of your work.
Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the “good,” “the high quality,” “the competent,” or the “satisfactory.” They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few MSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious graduate student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most MSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a graduate student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of MSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a graduate student and a future MSW-level professional. We anticipate that a small percentage of MSW students will earn unsatisfactory grades of C-, D, and F.

Grading scale
Grade minimums are as follows [Note: grades below C are Unsatisfactory in the MSW Program]:

- A 93% Excellent, Exceptional Quality
- A- 90% Superior Quality
- B+ 87% Very Good, Slightly Higher Quality
- B 83% Good, High Quality (expected of most MSW students)
- B- 80% Satisfactory Quality
- C+ 77% Marginal, Modestly Acceptable Quality
- C 73% Marginal, Minimally Acceptable Quality
- C- 70% Unsatisfactory Quality

Course Policies
Assignment
Students are expected to submit all assignments on time. If you need to extend a deadline you MUST speak to me in advance of the due date to get an approval and an agreement will be reached. Late submission (except by prior agreement) will be marked down 5% per day late. IU has a subscription with the Turnitin plagiarism
detection service, and faculty members have the right to submit student papers to the service to check for originality. Turnitin.com service will be used for all student papers in this course.

**Attendance and participation**

Students are expected to attend and participate in all class sessions. Students should complete readings and homework as assigned and come to class prepared for discussion and questions. Because of the nature of this course and group assignments, regular attendance is required and extremely important. Class attendance and active participation in class activities are considered essential for the satisfactory completion of the course objectives. If you are absent, it is your responsibility to get notes from other students regarding materials covered during your absence. If you are absent on the day when an assignment is due, you need to submit your assignment before the beginning of the class. **Missing more than 2 of the scheduled classes will result in a letter-grade deduction for the course.** Late arrivals and early departures will also lead to course point deductions. It’s up to instructor’s discretion to decide the deduction points. If you miss five or more classes you will fail the course.