School of Social Work  
University of Wisconsin-Madison  
1350 University Avenue  
Madison, WI 53706  
SW 579 Special Topics in Social Work: Advanced Practice in Mental Health  
Fall 2013

Instructor: Peggy Sleeper, LCSW  
Class Time: SW579 1: 12:00-3:15  
            SW579 2: 12:00-2:00  
Location: Social Work, Room 106 (August) MSC Room 3130 (Sept.-Oct.)  
Office hours: By appointment  
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E-mail: msleeper@wise.edu

I. Catalogue Description  
Focuses on the core practice theories, conceptual frameworks and intervention skills necessary for social work practice in mental health

II. Course Overview  
Meeting the needs of people with mental health concerns and their families can be complex. Advanced social work practice in mental health requires specific knowledge and skills to negotiate the complex interplay of the dimensions of biology, culture, issues of oppression and access to resources, other social and environmental factors, and psychological/emotional/interpersonal factors. This course focuses on the development of a foundation of knowledge and skills necessary for culturally competent, recovery-oriented clinical social work practice across populations and practice settings. This course fulfills the advanced practice course requirement in the Part Time MSW Program Mental Health Focus Area.

In mastering the content of this course, students will develop:

1. An understanding of core practice theories and conceptual frameworks for advanced professional social work practice in the area of mental health.
2. Knowledge and skills in research-based, best-practice models and emerging practice innovations in the area of mental health.
3. Knowledge and skills to critically analyze, monitor and evaluate clinical social work interventions in advanced mental health practice.
4. An ability to apply social work ethical principles to complex issues arising in clinical social work practice.
5. An ability to address clinical social work practice issues related to age, race, ethnicity, gender, class, sexual orientation and disability.
6. Knowledge and skills to address issues related to discrimination, oppression and marginalization experienced by consumers served in mental health practice settings.

III. Course Competencies and Practice Behaviors and Assignments
Successful completion of this course implies that students will have progressed towards achieving some of the core social work competencies by demonstrating the following practice behaviors:

<table>
<thead>
<tr>
<th>Competencies addressed in the course</th>
<th>Practice Behaviors addressed in the course</th>
<th>Assignment(s) &amp; Activities measuring behavior</th>
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<tbody>
<tr>
<td>2.1.1: Identify as a professional social worker and conduct oneself accordingly</td>
<td>*Apply knowledge of social services, policies &amp; programs relevant to the Mental Health concentration, to advocate with, or on behalf of clients for access to services</td>
<td>final paper &amp; class discussions, which are included in the graded expectations under “Professionalism”</td>
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<td>2.1.2: Apply SW ethical principles to guide professional practice</td>
<td>*Evaluate ethical dilemmas related to problems and issues in the Mental Health Concentration</td>
<td>in class discussion of particular case examples, which are included in the graded expectations under “Professionalism”</td>
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<td>2.1.3: Apply critical thinking to inform and communicate professional judgments</td>
<td>*Identify &amp; synthesize multiple sources of knowledge to understand policy and practice issues related to the concentration</td>
<td>final paper</td>
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<td></td>
<td>*Identify and evaluate models of assessment, prevention, intervention, and evaluation that are appropriate to the area of mental health.</td>
<td>role play demonstration &amp; weekly group exercises, which are included in the graded expectations under “Professionalism”</td>
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<td>*Use effective communication skills with diverse communities, constituencies and multi- and interdisciplinary colleagues when dealing with issues related to mental health</td>
<td>final paper; role play demonstration; weekly group exercises, which are included in the graded expectations under “Professionalism”</td>
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<td>2.1.4: Engage diversity and difference in practice</td>
<td>*Demonstrate an understanding of how culture and values affect diverse conceptualizations and constructions of social problems and solutions in the area of mental health.</td>
<td>group discussions, which are included in the graded expectations under “Professionalism” &amp; final paper</td>
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<td>*Demonstrate knowledge and skills to practice without discrimination and with respect towards people of diverse backgrounds</td>
<td>group discussions &amp; in-class exercises, which are included in the graded expectations under “Professionalism”</td>
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<td>2.1.5: Advance human rights and social and economic justice</td>
<td>*Actively engage diverse clients, groups, or organizations to promote solutions based on diverse conceptualizations of social problems related to the area of mental health *Appraise how mechanisms of oppression and discrimination impact various groups and outcomes relevant to the area of mental health</td>
<td>role play demonstrations applicable to all three bulleted practice behaviors final paper; group exercises, which are included in the graded expectations under “Professionalism”</td>
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<td>2.1.6: Engage in research-informed practice and practice-informed research</td>
<td>*Demonstrate ability to evaluate mental health practice. *Translate practice knowledge in order to contribute to scientific inquiry. *Critically evaluate and utilize theoretical and empirical research relevant to the problems and/or populations addressed in mental health practice.</td>
<td>role play self assessment papers final paper; group discussions, which are included in the graded expectations under “Professionalism” &amp; final paper</td>
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<td>2.1.7: Apply knowledge of human behavior and the social environment</td>
<td>*Evaluate and apply knowledge of human behavior and the social environment to choose methods of assessment, intervention, and evaluation most appropriate to mental health problems and populations served in practice.</td>
<td>all assignments &amp; group exercises, which are included in the graded expectations under “Professionalism”</td>
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<td>2.1.9: Respond to contexts that shape practice</td>
<td>*Assess the impact of historical and contemporary contexts on the practice and policy in the area of mental health</td>
<td>final paper</td>
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<td>2.1.10a: Engage with individuals, families, groups, organizations, and communities</td>
<td>*Employ diverse strategies to engage with individuals, families, groups, organizations and communities related to the area of mental health.</td>
<td>weekly group exercises, which are included in the graded expectations under “Professionalism”; reflection papers</td>
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<td>2.1.10b: Assess individuals, families, groups, organizations, and communities</td>
<td>*Assess individuals, families, groups, organizations, and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to mental health.</td>
<td>group exercises, which are included in the graded expectations under “Professionalism”; reflection papers role play demonstration &amp; self-assessment papers</td>
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<td>2.1.10c: Intervene with individuals, families, groups, organizations, and</td>
<td>*Demonstrate ability to intervene at different levels (with and/or on behalf of individuals, families, groups, organizations, and communities) to achieve the desired</td>
<td>group discussions, which are included in the graded expectations under “Professionalism”; group</td>
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### IV. Course Content

Course objectives will be met through readings, exercises to help build skills, papers and other assignments, attending critically to lectures and presentations, and class discussion. Students will continue to develop practice skills that are culturally competent and affirming of differences in sexual orientation and gender identity. Students will learn strategies for strength-based assessments and effective counseling and psychotherapy skills at the “micro” level of clinical social work practice as well as considering larger system interventions that will support clients in their recovery process.

There will be readings on core practice theoretical models including cognitive behavioral theory, attachment theory, and theories of brief intervention, and discussion of their strengths and limitations for culturally competent practice. Readings and the research paper will familiarize students with some of the current and emerging “best practice” models used by social workers who provide mental health services.

### CLASS TOPICS & ASSIGNMENT SCHEDULE  SW579 (1)

#### Week 1 (08/03): Orientation & establishing a frame for clinical social work.

**Required readings**

Bertolino & O’Hanlon, Ch. 1


*Discussion questions: What are some of the challenges to determining culturally relevant empirically supported treatment models? What are some common features of culturally-specific treatment programs? They deal not only with particular problem areas, but also what other areas? The authors propose a “context-driven” model of treatment. What do they mean by that?*


Suggested readings:


**Week 2 (08/10): Collaborative assessment.** Expanding skills in attending & listening, and intentional use of language to establish a context for change at the beginning. As you are attending to your client, what might your client be attending to?

**Reflection paper due via Drop Box:** Reflecting on the readings assigned for this week, what strikes you as differences & similarities between a “helpful conversation” with a friend and a “therapeutic conversation” with a client? Suggested length: 2-3 pages

**Required readings:**

Bertolino & O’Hanlon, Ch. 2 & 3


Discussion questions: Assessment is a two-way road. What did this study show that clients were attending to as they made their assessment about the workers? When did assessment by clients end? What relevance does “grounded theory design” have for clinical social work practice?


Discussion question: what steps can clinicians take to create a safe space for client self-disclosure?

**Suggested readings:**


**Week 3 (08/17): Stages of change & setting goals.**

**Required readings:**

Bertolino, & O’Hanlon, Ch. 4 & 8
Suggested reading:

Week 4 (08/24): Facilitating change & keeping it going

Required reading: Bertolino & O’Hanlon, Ch. 5 & 6

Suggested reading: Bertolino & O’Hanlon Ch. 7 & 9

CLASS TOPICS & ASSIGNMENT SCHEDULE SW579(2)

Week 5 (09/07): Attachment theory & the impact of adverse childhood events

Role plays and self-assessment papers are due.

Required reading:


Suggested reading:


Week 6 (09/14): Working with clients affected by trauma
Reflection paper due via Drop Box: How prevalent has the experience of trauma been for the clients you have worked with or are working with now? How has the trauma experience appeared to affect your clients? If you have experienced trauma yourself as a child or as an adult, how might that experience influence your work with clients?

Required reading:


Suggested reading:


Week 7 (09/21): Assessing for co-occurring substance use disorders.

Required reading:


Suggested reading:
The National Institute on Drug Abuse has numerous resources for service users and professionals alike. You may find links on this page particularly interesting & helpful: http://www.nida.nih.gov/nidamed/

Week 8 (09/28): Treating substance use disorders.

Required reading:


Suggested reading:
Daley, Dennis C. Dual Disorders Recovery Counseling. NIDA. (Retrieved from http://www.drugabuse.gov/ADAC/ADAC3.html on 01/03/06.)


Week 9 (10/05): Cognitive Behavioral Theory and social work practice. Foundations of CBT

Required Reading: Friedberg & McClure, pp. 1-81

Suggested Readings:


Week 10 (10/12): CBT: Identifying and working with feelings & thoughts
Required reading: Friedberg & McClure, pp. 82-145.

Week 11 (10/19): CBT: Session structure and “homework”

Research paper is due today (via Drop Box)

Required reading: Friedberg & McClure, pp. 146-179

Week 12 (10/26): Using CBT with Anxiety & Depression; Wrap-Up & Evaluation

Required reading: Friedberg & McClure, pp. 180-262

V. Texts and Reading Materials for the Course

Articles and other assigned materials not included in the texts below will be posted on Learn@UW.

For SW 579 (1):

Available through Amazon (cheaper shipping at last glance) or www.mentalhealthrecovery.com

For SW 579 (2):

VI. Evaluation of Competencies and Practice Behaviors: Assignments, Grading and Methods

The University requires that courses extending across two terms be given a separate grade for each term. All students in this course will receive a grade of P (Progress) at the end of the summer semester. ‘P’ is a temporary grade that will be replaced at the end of October with the final grade you earn for the full 12 weeks.

Grade Standards:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>What the point totals &amp; subsequent grade generally indicate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>Outstanding, excellent work in all areas.</td>
</tr>
<tr>
<td>88-93</td>
<td>AB</td>
<td>Outstanding, excellent work in many areas.</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
<td>Meets expectations in all areas.</td>
</tr>
<tr>
<td>76-81</td>
<td>BC</td>
<td>Meets expectations in most areas; below in others.</td>
</tr>
</tbody>
</table>
70-75 C  Below expectations in most areas, not acceptable graduate work
64-69 D  Below expectations in all areas.
<64 F  Course failure.

List of Assignments & points:

1. Professionalism points ................................................................. 10 points
2. Role plays (video/audio) 15 points each ........................................ 30 points
3. Self-assessment of role plays 10 points each ............................. 20 points
4. Reflections papers 5 points each .................................................. 10 points
5. Research paper ............................................................................. 30 points

Professionalism points
Professionalism means showing up both physically and mentally, and actively working with the instructor to create a respectful and stimulating environment for learning. It means coming to class on time, having read & thought about all of the assigned material. Professionalism includes bringing questions, concerns and direct practice experiences to aid in understanding applications of course material. Sharing of direct practice experiences must be done in a way that is respectful to the client and protects clients’ rights to confidentiality. As professionals, during class you are expected to use electronic devices only for note taking.

Role plays & self-assessment of role plays
You will submit two role plays demonstrating specific skills learned in SW579 (1). Each student must be in the role of the worker for each role-play. You will assess your performance as worker for each role play, noting both what you did well, and areas for continued practice. Both role plays and the self assessments are to be handed in no later than Week 5 (9/07). You do not need to turn them both in at the same time. The self assessments turned in with each role play are to be “hard-copy,” double spaced. Guidelines for role plays & self-assessment papers are in Appendix A.

Reflection papers
You are assigned two short reflection papers as noted in the class topic & schedule section. These are to be submitted by class time via the Drop Box on Learn@UW.

Research paper
You will write a 12-15 page paper (excluding references & title page) regarding evidence-informed mental health practice in ONE of the following areas. This paper will be due 10/19 & submitted via the Drop Box on Learn@UW. Guidelines for this assignment are in Appendix B.

1) Assertive Community Treatment (ACT) model for adults with severe & persistent mental illness (in Wisconsin, this is carried out through Community Support Programs)

2) Community treatment of children and/or youth with serious emotional disturbance (sometimes known as “wrap around” programs).
3) Culturally specific mental health treatment programs or models—these could be models or programs geared toward working with LGBTQ youth and/or adults, or members of particular ethnic or racial groups, or that are intended to meet the unique needs of urban or rural residents, or practices that are designed to be particularly attentive to other cultural factors. In some cases, there may be a substantial body of evidence supporting effectiveness. In many cases, the evidence is still emerging, but what is there looks promising.

4) Models or programs for integrated treatment of people (adults or children and adolescents) who meet criteria for a substance use disorder and another mental health disorder.

5) Peer service programs designed to facilitate recovery for individuals with severe and persistent mental illness.

All written assignments will be evaluated for content, clarity, spelling and grammar.

VII. Course Policies
Meeting course objectives requires that the instructor and students actively work to create a learning environment that is respectful and safe so that practice challenges can be examined honestly, diverse viewpoints shared, and role plays and the like approached with maximum curiosity and enthusiasm and ever-decreasing “performance anxiety.” Each student has knowledge and experience that will enhance the learning of his/her colleagues.

If a student has a disability that may require accommodation to complete the course expectations, please discuss this with the instructor as soon as possible. Students registered with the McBurney Disability Resource Center must give the instructor a copy of their VISA within the first two weeks of class.

Assignments submitted for other courses will not be accepted as fulfillment of assignments for this course.

Student Behavior Policy:
In order to learn, we must be open to the views of people different than ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values, and beliefs. In this time we share together over the semester, please honor the uniqueness of fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect fellow students’ opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.

Attendance
Due to the accelerated nature of courses in the University of Wisconsin-Madison Part-Time MSW Program, students are expected to attend all scheduled classes and to arrive on time.

Promptness
Prompt arrival to all courses is required.
• Instructors may take actions they deem appropriate if a student is consistently tardy
• Instructors may also consider a significantly late arrival or early departure as an absence

Absence
To ensure a quality educational experience, students must attend and participate in classes.
• Attendance will be taken at each class and students’ level of participation noted
• Excused & Unexcused Absences:
  ~ The first unexcused absence will result in a student’s grade being dropped one full grade
  ~ The second unexcused absence will place the student at risk for failing the course
  ~ On a case by case basis, it is left to the instructor’s discretion as to what is defined as an excused absence as well as to determine appropriate follow up plans
• Additional graded make-up work appropriate for the content missed may be assigned for excused and unexcused absences.
• Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure.
• Students who must be absent due to inclement weather or other emergencies should contact the instructor prior to the start of class to be considered for an excused absence.
• Inclement Weather Policy
  ~ If there is inclement weather across the Program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.
  ~ If classes are not cancelled but an individual student concludes he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan to not travel. This absence will be considered excused and makeup work may be assigned.
  ~ If classes at one or both sites are cancelled by the Program Director and Co-Director, then no makeup assignment will be required for those respective students; however, the class time will be rescheduled. The Program Coordinator will notify students by email within 72 hours of the cancellation regarding the planned class day/time additions.

[This portion is mandated by the School of Social Work Part Time Program]

Late assignment policy
Any requests for extensions on assignments must be made and approved in advance. Unapproved late assignments will be marked down 10% of the total points for that assignment for each day the assignment is late.

Learn@UW
All students are required to access Learn@UW for course content and assignments. Students are advised that Learn@UW can provide the instructor with information regarding students’ use of the course website.

Plagiarism & academic integrity
Plagiarism involves presenting someone else’s work or ideas as your own without appropriate citation and acknowledgment, and is an extremely serious form of academic misconduct that
may result in suspension from the University. Please review the information found here: http://writing.wisc.edu/Handbook/QPA_plagiarism.html

APPENDIX A – ROLE PLAY ASSIGNMENTS & SELF EVALUATION

Formats for role plays & self assessment papers
If you are submitting an audio recording using audiotape, please use a standard cassette, not a micro cassette, unless you are willing to send the tape player along with the tape (which will, of course, be returned once the assignment is graded; this will take a couple of weeks). You can also submit an audio file as a digital file using a USB drive, CD, or other format. (Please alert me if you will be submitting a sound file via email so that I am sure to catch it.) Please identify the particular role play and the names of the people in the roles.

If you are using video, please submit your role plays using one of these media: DVD (not the re-writable (RW) kind), CD, or USB drive.

Please turn in a self-assessment of each role play as a “hard copy” that is double spaced.

Finally, please be sure to indicate to whom the media are to be returned if there is more than one student’s work on the material you hand in, and make sure that your media play properly throughout the whole role play.

Required content
Choose your role-play partner(s). You can be part of a dyad, or in a group of three. Each student has to play the part of the social worker for both role-plays. Choosing a classmate as a role play partner is ideal. However, given the reality of the Part Time Program, you may need to have a person outside the Program function as your “client.” Students have found that using friends or family members as “clients” to demonstrate acquisition of professional skills can often bring challenges due to the nature of the personal relationship. Do NOT use an actual client for this assignment.

Each role play should be at least 10 minutes in length, but no longer than 20 minutes. The client situation does not have to be the same for both role plays, but students may find this assignment more meaningful if they continue client roles from the first role play to the second role play.

Do not read from scripts for this assignment! The purpose of this assignment is not to demonstrate your acting ability (or lack thereof) but rather to demonstrate that you are learning to put into practice some of the basic skills and concepts of collaborative, competency-based counseling. I will be available to review your role plays with you if you wish after they have been graded, and for consultation at any time. PLEASE ASK QUESTIONS IF YOU HAVE THEM!!

First role play
You will be demonstrating how to develop rapport and alliance with a client, and having an initial conversation about presenting issues that enhances collaboration and client strengths. Readings and class discussions/practices from the first two classes of the semester will be most helpful.

Specifically, you will be attending to and pacing client “non verbals” and use of language. You will be using appropriate reflections and summaries as you begin to identify client’s strengths and resources that will be useful. You will also be using “possibility talk” as you obtain more information about what the “client” is seeking.

Second role play

You will be demonstrating how to work with clients in a collaborative fashion to set goals for your work together. The emphasis is on “collaborative.” Often, students are placed in field settings where the culture and practice of the agency is to be very directive. If this applies to you and you role-play a scenario that might occur in your field placement, this assignment will help you will discover how collaboration can occur even in these settings!

As we will have discussed in class, goals are defined not just in terms of the absence of something (mood state, voices, problems in relationships, etc) but also in the presence of something (e.g., if you were not as disturbed by voices, what would you be doing differently). Therefore, goals should include observable behaviors. This role play should include a discussion with the “client” about preliminary methods to evaluate progress towards goals using goal scaling and input from others who important to the client.

**SELF-ASSESSMENT OF YOUR ROLE PLAYS – one for each role play:** Comment in a 2-3 page reflection paper for each role play about your performance as “the worker” – both things that you liked, and things that you will need to work on. Your critique should reflect thoughtful evaluation of your work, and include both “content” (the particular skills used) and “process” (how you used those skills, how you collaborated with your client, e.g.).

**APPENDIX B - FINAL PAPER ASSIGNMENT**

This assignment is designed to give you the opportunity for in-depth exploration into a major focus area of mental health and social work practice. You are to write 12-15 pages (excluding the title page & list of references) on your topic, noting the evidence-base for the program or practice(s) you choose, and how further research could enhance the effectiveness of the program or practice(s).

Papers must include a title page (with the title of your paper that reflects your topic), use a reasonable size font (10 or 12), have margins no bigger than one inch, and must be double spaced.

Use high quality references only. Some organizations such as NAMI have great informational websites that can help you with summary information. However, do not use these in place of literature from journals and books.
**How to organize your paper:**

Start with a summary paragraph abstract of your paper.

You can use the following outline to organize the elements of your paper. You don't need to use these headings, but you may if you wish.

1. **Definition (1-3 pages)**

Specify the target population and the needs members of this target population have that are addressed by the program(s)/service/model you have chosen. You may also wish to set the problem in historical context by discussing the emergence of the target population, or the emergence of the special problems that the target population faces, if appropriate.

2. **Description of the mental health services provided (8-10 pages)**

Your second task is to gather data on selected programs or treatment models that have been designed to address the mental health needs of the target population. You may wish to break this section down into several subsections that address the following questions:

   A. How do the services address the problems of this target population?
   B. What evidence is there that the services and/or programs have been effective in reducing, or mitigating the harmful effects of, the problems faced by the target population?
   C. What adverse effects, if any, has the program or services had on the target population or on some other population in need of services?
   D. How does the service model or program incorporate recovery values and cultural competence? If there could be improvements here, you can add them in your concluding section.

3. **Summary and suggestions for further development and research (about 3 pages)**

Your third task is to provide a brief summary & suggest areas for further research, changes, and/or how to disseminate information about the practices/programs/models that will serve the needs of this target population more effectively in the future.


Students are encouraged to make use of the University Writing Lab for this assignment. Please review the Writing Lab’s information here to avoid intentional or unintentional plagiarism: [http://writing.wisc.edu/Handbook/QPA_plagiarism.html](http://writing.wisc.edu/Handbook/QPA_plagiarism.html)
Your paper will be graded with these considerations in mind:
1. How thoroughly does the paper address all the elements of the assignment as noted above?
2. Is the paper well organized?
3. Is the paper written in a style that allows the reader to easily grasp the points being made?
4. Are there any glaring grammatical or spelling errors?
5. Is the writing free of jargon?
6. Are the sources of good quality?