I. Catalogue Description

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

II. Course Description

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 meets the Advanced Practice requirement for the Advanced Generalist Curriculum. The focus or context for this Advanced Practice course is mental health. For non-mental health focus area students, this course may be taken as a free elective.

To master the competencies and behaviors noted above, students will develop:

1. An understanding of core practice theories and conceptual frameworks for the 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 in a variety of mental health practice interventions across practice settings and on behalf of individuals, families, groups, organizations, and communities.

4. Knowledge and skills to critically analyze, monitor, and evaluate clinical social work interventions in advanced mental health practice.
5. The ability to apply social work ethical principles to complex issues arising in clinical social work practice.

6. The ability to address clinical social work practice issues related to age, race, ethnicity, gender, class, sexual orientation, and disability.

7. Knowledge and skills to address specific issues related to discrimination, oppression, and marginalization experienced by consumers served in mental health settings.

III. Course Competency, Description, and Dimensions

Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measured through course activities, readings, assignments, and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills, and cognitive and affective processes. The competencies addressed in this course can be found in Appendix A.

IV. Course Content

**Week 1 (9/9/17): Orientation and exploration of recovery oriented, community based mental health services.** This week will focus on engagement with individuals, organizations, and communities with regards to Assertive Community Treatment Teams, and setting up a therapy environment that is based on a collaborative approach. We will also be looking at evaluating our practice with individuals, families, groups, organizations, and communities through Evidenced Based Practice within mental health.

A form to guide cultural assessment is located on our class Canvas page. Complete it for yourself, and bring it to class next week. If there are questions that you do not wish to answer, write a sentence or two about how you would approach these areas of cultural assessment with a client who might feel some hesitation with you as the worker around those items. As you fill this out, think about different ways you could obtain information. The questionnaire format is to guide your learning; it is not a form for clients to fill out.

**Required readings:**

Chapter 1


*****STUDENT INFORMATION SHEET DUE WEEK 1

**Week 2 (9/16/17): Cultural Competency vs. Cultural Humility in Mental Health Practice.** Objectives: Look at cultural issues that guide how a therapeutic relationship develops, service plan formulations, interventions, and evaluations of effectiveness. *Collaborative Engagement & Assessment: Attending and Listening: Intentional Use of Language*. Objectives: Assessment is a two-way street. Collaboration begins with engagement, and change starts with the assessment. Practicing “possibility” language. Practicing OARS.

**Skill building:** Bring your completed self-assessment to class and be prepared to discuss portions of it (group discussion about which portions) in small groups. During this discussion, you will be practicing a number of skills, including attending to non-verbal communication, reflective listening, and practicing cultural assessment.

**Required readings:**
Chapter 2 & 3


**Recommended reading:**


*****CULTURAL ASSESSMENT QUESTIONS DUE WEEK 2

*****STUDENT LEARNING CONTRACTS DUE WEEK 2

**Week 3 (9/23/17) & Week 4 (9/30/17): Stages of Change & Setting Goals.** Objectives: Reviewing stages of change and strategies that follow; goal setting utilizing SMART goal writing language. Objectives: Constructing “solvable” problems and the use of benchmarks. Focus will be on Engagement and Assessment with individuals as well as evaluating/measuring
outcomes from utilizing goal setting.

**Skill building:** Role Play setting goals with a partner and setting up action plans. Intentional uses of language to enhance collaboration by helping clients dissolve the sense of being at an impasse or facing an “impossible problem,” and enhance a sense of competency.

**Required readings:**


**Recommended readings:**

**Week 4 (9/30/17) & Week 5 (10/7/17): Change Strategies; Observing Therapeutic Interventions.** Objectives: Relating this material to major models of therapy; critical thinking about what strategies to choose.

**Skill building:** Working on collaborative assessment and examining therapeutic use of rituals within a cultural context.

**Required reading:**
Chapter 5 & 6


*****REFLECTION PAPER DUE WEEK 5

**Week 6 (10/14/17): Attachment & Trauma: Attachment fundamentals.** Objectives: Learn about Attachment theory and discuss engagement, interventions, and clinical applications to social work practice with children and adults who have suffered trauma.

*****This Week Will be Taught By Annette Copa*****

Additional Readings May be added and provided by Annette.
Recommended Reading:
The Developing Brain and Child Abuse. Obtained from
http://www.ceunit.com/ceus-TheDevelopingBrainandChildAbuse


Chapter 5

Week 7 (10/21/17): Guest Speaker Anne Allen, LCSW, on Mindfulness as an individual practice and intervention. Additional Readings may be added and provided by Anne Allen.

Recommended Reading:

Davis, L. (2015). When Mindfulness Meets the Classroom. Obtained from:

Week 8 (10/28/17): CBT: Elements of the CBT model/intervention; flexibility in practicing CBT, case conceptualization, session structure.
Objectives: Learn about the general theoretical model and implications for practice with clients exhibiting both acute and persistent mental illness. CBT: Identifying & connecting feelings & thoughts; Socratic dialogue; CBT tools. Objectives: Learn about the general evidenced based theoretical model, and implications for practice with clients exhibiting both acute and persistent mental illness.

Skill Building: You will be identifying cognitive distortions in different in-class scenarios.

Required reading:
Chapter Introduction to chapter 3.

Recommended reading:
(Companion to the excellent manual for clients below.)

**Week 9 (11/4/17) & Week 10 (11/11/17): Exposure Therapy Intervention for Anxiety Disorders and within DBT Treatment.**  
Objectives: Learn about treating Anxiety Disorders, including PTSD, during treatment and implications for practice with clients exhibiting both acute and persistent mental illness. Application of SUDs and exposure process with clients in Stage 2 of DBT treatment.

**Skill building:** You will be utilizing SUDs during an in-class activity with a partner related to prolonged exposure readings.

**Required reading:**  
Chapter 1 & 2  


**Recommended reading:**  

**Week 11 (11/18/17) & Week 12 (12/2/17): DBT: Elements of the DBT model/intervention; Skills; Practicing DBT; Session/Program Structure.**  
Objectives: Learn about the general theoretical model and implications for practice with clients exhibiting both acute and persistent mental illness, and effectiveness of intervention.

**Skill Building:** You will be identifying which DBT skills to apply to different scenarios during an in-class exercise.

**Required reading:**  
Chapters 1-2; 7-10  
Recommended reading:
Chapters 1-3, 5, 7-9

**Week 13 (12/9/17): Dual Diagnosis: Mental Health & Substance Use.** Objectives: Explore assessment and evidence based intervention strategies for individuals with both mental health and substance abuse disorders. Consider issues of cultural social norms regarding substance use and expand the view of substance use by individuals with mental illness beyond “self medication”.

******Guest Speaker to talk about recovery and Drug Treatment Courts******

**Skill Building:** Application of assessment skills/strategies in case examples discussed during class.

Required reading:


Recommended Reading:


**Week 14 (12/16/17): Working in the Field of Mental Health, Wrap Up, and Course Evaluations.** Objectives: Discussing the nature of ethical mistakes, prevention of ethical mistakes, and review of NASW Code of Ethics as it applies to the field of mental health. Examination of how our own experiences may impact our ability to effectively engage/assess and provide treatment to diverse clients within the mental health community.
Required reading:


*****RESEARCH PAPER DUE WEEK 14 FOR THOSE OF YOU WHO CHOSE THIS ASSIGNMENT

V. Course Texts

Required texts:


Recommended texts:


All other readings will be posted on the class Canvas Site. The power point presentations in class provides a means for student note taking and will also assist the student in project preparation. The slides from these presentations will also be available on the class Canvas Site.
VI. Evaluation: Assignments, Grading and Methods

Grade Standards:
Students will earn points toward their final grade as noted below:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>What the point totals &amp; subsequent grad 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>
<tr>
<td>70-75</td>
<td>C</td>
<td>Below expectations in most areas; not acceptable graduate work</td>
</tr>
<tr>
<td>64-69</td>
<td>D</td>
<td>Below expectations in all areas</td>
</tr>
<tr>
<td>&lt;64</td>
<td>F</td>
<td>Course failure</td>
</tr>
</tbody>
</table>

Due Dates at a Glance:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Information Sheet</td>
<td>September 9, 2017</td>
<td>NA</td>
</tr>
<tr>
<td>Cultural Assessment Due</td>
<td>September 16, 2017</td>
<td>NA</td>
</tr>
<tr>
<td>Student Learning Contracts Due</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection Paper</td>
<td>October 7, 2017</td>
<td>20</td>
</tr>
<tr>
<td>Dimensions of Diversity</td>
<td>October 28, 2017</td>
<td>15</td>
</tr>
<tr>
<td>Role Play</td>
<td>November 18, 2017</td>
<td>15</td>
</tr>
<tr>
<td>Interactive Workshop or Research Paper</td>
<td>Workshop Per Student Request/Sign-up or Research Paper Due December 16, 2017</td>
<td>40</td>
</tr>
<tr>
<td>Participation</td>
<td>Weekly</td>
<td>10</td>
</tr>
</tbody>
</table>

Assignments

1. Reflection paper (20 points)

On 9/16/17, your cultural assessments should be completed and brought to class. We will be doing an in-class small group discussion on the cultural assessment that day. You will then write a 5-6 page reflection paper to be turned in by hard copy or sent via email by the end of class on 10/7/17. Your paper should address the following:

In talking with your student colleagues about cultural values and experiences, what seemed to facilitate communication, and what seemed to get in the way?
What areas of cultural assessment might you personally be most challenged by, and how might you address this?
What will you take from this experience that will guide you with your clients? Do you have some thoughts about how programs might use various cultural assessment strategies (you are not to
include using this learning tool as a form clients fill out) to achieve a culturally competent intake assessment?

(It will be interesting for you to be curious about the assessment practices in your field placement during this semester, notice where the gaps are in the area of cultural assessment and find ways to bridge them either through your individual practice, or through suggestions for change and reform at the agency level.)
I expect an open and honest examination of yourself within a cultural context. This is a difficult topic/assignment, and one that I do not want you to feel judged in any way. Grading will not be based on my own personal judgements/biases to what you have examined in yourself, but that you did take the time to examine yourself in order to be a better clinical social worker.

**Grading Criteria**

<table>
<thead>
<tr>
<th>Total Possible Points</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Technical Detail of Paper</td>
<td>5</td>
</tr>
<tr>
<td>a. APA format used, 12 pt font, double spaced</td>
<td></td>
</tr>
<tr>
<td>b. Cover page and reference page (if needed)</td>
<td></td>
</tr>
<tr>
<td>c. Spelling, grammar, syntax</td>
<td></td>
</tr>
<tr>
<td>II. Evidence of critical thinking</td>
<td>15</td>
</tr>
<tr>
<td>a. All questions/areas listed above are addressed</td>
<td></td>
</tr>
<tr>
<td>b. Overall impression of effort</td>
<td></td>
</tr>
</tbody>
</table>

2. **Dimensions of Diversity (15 points)**

The purpose of this brief assignment is to a) allow you to enhance and then demonstrate your understanding of dimensions of diversity that affect diverse conceptualization and construction of mental health problems and interventions, and b) to provide you with the opportunity to enrich our class discussion as it relates to the substantive area of interest.

During our first class session, students will share thoughts about the topics covered in class regarding a mental health issue, assessment tool or method, or an intervention method that they might like to investigate. They will investigate the topic to identify one article or chapter that enhances understanding of the topic in terms of dimensions of diversity relevant to the topic. The task:

1. Select any topic related to the course content and objectives

2. Identify a journal article or chapter that examines this issue with attention to at least one dimension of diversity. Examples of dimensions of diversity include age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex and sexual orientation.

3. Prepare to submit via hard copy or by email by end of class on day due, a 1-2 page, single-
spaced report that provides:
  a. the citation and abstract
  b. one paragraph that articulates at least three ways in which the reading expanded your understanding of the mental health topic or intervention
  c. one paragraph that describes the implications of what you have learned for social work practice, policy or research.
  d. one critique and one question that you still have after reading the article

D.O.D Grading Criteria

Total Possible Points 15

I. Organization of brief report 6 ______
   a. All content areas described and covered
   b. Evidence of critical thinking

II. Report enhances weekly content 4 ______
   a. Interesting and meaningful

III. Instructor's overall impression of effort 4 ______

IV. Technical detail of report: 1 ______
   a. Spelling, grammar, syntax
   b. APA format used, 12 pt font, double spaced
   c. Cover page and reference page

3a. Research Paper (40 points): 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 a 12-15 page (excluding title page and references) paper on a topic in ONE area of Mental Health Practice in Social Work, 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 be typed, double-spaced, and use reasonable (i.e. not unusually wide) margins and 12 pt. Times New Roman font in APA format. Some examples for topics are included below:

1) Assertive Community Treatment (ACT) model for adults with severe and persistent mental illness (in Wisconsin, this model is carried out through Community Support Programs).
2) Mental health practice with children, youth, and/or families. You can focus on models for community treatment of children and/or youth with serious emotional disturbance (sometimes known as “wrap around” programs), or models/programs that target certain presenting issues or present and evidence-informed theoretical treatment paradigm, including models of family treatment where a family member has a severe and persistent mental illness.
3) Mental health practice with LGBTQ youth or adults.
4) Other culturally specific mental health treatment programs/practices.
5) Integrated treatment programs for people with co-occurring disorders.
6) Peer service programs designed to facilitate recovery for individuals with severe and persistent mental illness.

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.

IMPORTANT: Please note that more specific information concerning the requirements for this paper is attached in Appendix B at the end of the syllabus and should be reviewed. The due date for the completed paper is NO LATER than the end of class on December 16th. Papers can be submitted via hard copy or email attachment.

**Grading criteria**

<table>
<thead>
<tr>
<th>Total Possible Points</th>
<th>40</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of the target population and the specific mental health needs of the population that will be addressed in your paper. Historical context if applicable.</td>
<td>6</td>
</tr>
<tr>
<td>Description of the mental health service program(s) or treatment model(s) designed to serve the population</td>
<td>8</td>
</tr>
<tr>
<td>Examination of evidence of impact and outcomes of each program or model on the population, including any evidence of adverse outcomes</td>
<td>7</td>
</tr>
<tr>
<td>Examination of the efficacy of each program or model in addressing Recovery values and cultural competence</td>
<td>7</td>
</tr>
<tr>
<td>Summary and suggestions for further development of each program or model presented, including suggestions for further research</td>
<td>5</td>
</tr>
<tr>
<td>Synthesis of the material, clarity in writing, and use of correct grammar and spelling</td>
<td>5</td>
</tr>
<tr>
<td>Accuracy in following length and formatting instructions</td>
<td>2</td>
</tr>
</tbody>
</table>

**4b. Interactive Workshop (40 points):**

The purpose of this assignment is to: 1) provide an opportunity to identify and synthesize multiple sources of information relevant to practice issues and/or models of assessment and intervention covered during weeks five - eight; and 2) provide an opportunity for cultivating the capacity to train other professionals to increase practice competencies. Students may work alone or in small groups (i.e., no more than three) to develop the workshop.
The task:
a) Select a topic related to a treatment of mental health issue relevant to one of the competencies covered in the class content.
b) Thoroughly investigate the research and practice literature relevant to your topic.  
   NOTE: As graduate students, you are expected to draw upon current empirical articles 
   from journals (i.e., research studies), and not rely solely on book chapters or web sites. 
   In addition, you may want to talk with practitioners in the community who are 
   knowledgeable about your topic area to learn from their experiences.
c) Identify at least one of the course competencies or practice behaviors stated on the course 
   syllabus (see pp. 1-2) that you will address in this workshop.
d) Prepare a 30-45 minute interactive workshop that includes a wide variety of teaching 
   strategies.  NOTE: Your workshop should include no more than 15-20 minutes of 
   lecture.  The lecture must provide an outline of the workshop, competency and/or 
   practice behavior(s) that are relevant, and citations for references (author and year, with 
   pages numbers for quotes used).
e) Develop exercises that will allow students to actively engage in learning (e.g., to practice 
   a skill; discuss a related case example, respond to questions).  You are encouraged to be 
   creative (e.g., write a play, sing a song, dramatize an event), to utilize teaching strategies 
   that will enhance learning and make your topic interesting (e.g., handouts, use of 
   overhead, films), and to think critically about the material you are examining (e.g. gaps in 
   knowledge; dimensions of diversity, research limitations).
f) On the day of your workshop, you must provide a typed APA style reference list for all in 
   attendance, with full citations for any and all resources utilized in your review of the 
   literature and presentation.

Grading Criteria

Total Possible Points

| I. | Course competency/practice behavior identified and addressed successful in workshop, references cited on slides | 12 ______ |
| II. | Teaching strategies: variety of strategies used, good use of eye contact, more than lecture, involves audience; employs creativity | 12 ______ |
| III. | Evidence of critical thinking (e.g., research limitations, dimensions of diversity; gaps in our knowledge) | 6 ______ |
| IV. | Time management – Lecture portion less than 20 minutes | 5 ______ |
|      | Workshop concluded within 45 minutes. | |
4. Role Play (15 points)

You must choose a partner from this class for your role play. Do not use an actual client, friends, or family members for this assignment. The scenario to be used for this role play assignment is on our Canvas Site. Students will be expected to use the interviewing lab rooms and record their role plays. Please let me know what you saved your role play under once completed. These can be completed at any time between weeks 5-11. If you need assistance in learning how the recording equipment works, you can either speak with Nikki Kruschke, or myself, and we would be more than happy to help. Make sure to arrange the interview room so that both persons are in view of the camera. You can set-up the room however you feel works best for you. Please test and verify that your recording plays properly for the entire duration before submitting it.

For your role-play, you will play the role of the social worker and record it in video format. It should be about 15 minutes (please stay within two minutes of 15, whether that is over or under). You will then write a 2-3 page self-assessment paper.

Do not read from scripts for this assignment. The purpose is not to demonstrate your acting ability but rather to demonstrate that you are learning to put into practice some of the basic skills and concepts of collaborative, competency-based counseling.

Required Content:
Demonstrate how to work with clients in a collaborative fashion to set goals for your work together. The emphasis is on “collaborative.” Therefore, goals should include observable behaviors. This role play should include the following:

- Introducing yourself or framing the session
- Exploring the client’s concerns
- Identifying what they want to change
- Collaborative goal setting around 1 or 2 goals (goal(s) should be specific vs. long term)
- A discussion with the “client” about how the two of you might evaluate progress towards goals (i.e. goal scaling, input from others, reduction of symptoms, increase in skills)
- Concluding the session with a summary

In addition to these elements, you will be expected to demonstrate how you are building the relationship with the client. This may be shown through the following elements:

- Conveying respect, non-judgement, and empathy
- Non-verbal communication
- Strengths-based
- Active listening
- Use of open and closed questions
- Use of Reflections

Instructions for the self-assessment
Write a 3-4 page self-assessment paper for your role play commenting on your role as the social worker. Include what you think you did well and what you need to work on. Your critique
should reflect thoughtful evaluation of your work, including both “content” (the particular skills used) and “process” (how you used those skills, how you collaborated with your client, etc.). Your paper should also include how you applied class content in examining your role play. References are not required for this assignment, but claims in your paper must be backed by citations.

**Grading Criteria**

<table>
<thead>
<tr>
<th>Total Possible Points</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Completed role play</td>
<td>6</td>
</tr>
<tr>
<td>a. All required content and elements are covered</td>
<td></td>
</tr>
<tr>
<td>b. Role play is within 15-minute length (2-minute window either way)</td>
<td></td>
</tr>
<tr>
<td>II. Technical detail of report</td>
<td>3</td>
</tr>
<tr>
<td>a. Use of APA format, 12 pt. font, double spaced</td>
<td></td>
</tr>
<tr>
<td>b. Cover page &amp; reference section if applicable</td>
<td></td>
</tr>
<tr>
<td>c. Spelling, grammar, syntax</td>
<td></td>
</tr>
<tr>
<td>III. Organization of report</td>
<td>6</td>
</tr>
<tr>
<td>a. Honest critique of what you did well and what you need to work on</td>
<td></td>
</tr>
<tr>
<td>b. Incorporation of class material from weeks 1-5 in critique of role play</td>
<td></td>
</tr>
</tbody>
</table>

**Participation in Class Discussion and Activities**

<table>
<thead>
<tr>
<th>Total Possible Points</th>
<th>10</th>
</tr>
</thead>
</table>

Although class sessions will include a variety of learning methods, there will be an emphasis on critical discussion and class activities. Students are expected to assume responsibility for their own learning and show their progress by demonstrating mastery of the weekly readings, by raising issues and by active class participation. Participation credit will additionally include:

- Adherence to Class Discussion Guidelines (see Appendix C)
- Degree of the student’s active participations (see Appendix D)
- Active engagement in small group work on in-class assignments related to course competencies and behavior.

**VII. Course Policies**

**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
• Absences:
  - Two absences will result in a student’s grade being dropped one full grade
  - Three absences will place the student at risk for failing the course
• 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 must contact the instructor prior to the start of class.

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 excused and makeup work will be assigned.

Late Assignment Policy:
The assignments listed above are due via email or hard copy by noon on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact the instructor prior to the due date. Unapproved late assignments will be marked down three points for each day they are late.

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 your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your 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. We will spend time on the first day creating additional group rules to build feelings of psychological safety and respect.

Note on Accommodation of Student Disability
The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students requiring accommodation, as approved the McBurney Center, are expected to provide the instructor with a copy of their Verified Individualized Services and Accommodation (VISA) by the second week of the semester or as soon as possible after a disability has been incurred or recognized. For more information, please contact the McBurney Center at
I will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student’s education record, is confidential and protected under FERPA. Students may contact me regarding accommodations requests via email, phone, or text.

Use of Technology in the Classroom
In order to learn, you must be respectful to your fellow classmates, teaching assistant and instructor by using technology appropriately in the classroom. Please turn off your cell phones at the start of class, do not send or receive text messages and do not use laptops for anything other than taking lecture notes. If you use your cell phone or send and/or receive text messages during class, you will be asked to leave the classroom. If you use your laptop for anything other than lecture notes, you will not be allowed to use your laptop in the class for the remainder of the semester. Internet surfing, instant messaging, phone text messaging, and other distracting activities is unacceptable.

Code of Ethics, Professional Conduct, & Plagiarism:
Incoming BSW and MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the School’s Principles of Professional Conduct. In doing so, they agreed that while in the BSW or MSW Program they would honor the Code of Ethics and Principles of Professional Conduct as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom and in the preparation of course assignments.
<table>
<thead>
<tr>
<th>Competency &amp; Description</th>
<th>Course Content relevant to Dimensions that Comprise the Competency*</th>
<th>Location in Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1.2 Engage Diversity and Difference in Practice</strong></td>
<td>Lecture, reading, and discussion related to dimensions of diversity and the delivery of mental health services. (K, V, S, C&amp;A)</td>
<td>Weeks 2, 4, 5, 6, 9, 10, and 13</td>
</tr>
<tr>
<td></td>
<td>Assignment: Cultural Assessment and Reflection Paper. (K, V)</td>
<td>Page 10</td>
</tr>
<tr>
<td></td>
<td>Assignment: Dimensions of Diversity Paper (K, S, C&amp;A)</td>
<td>Page 10&amp;11</td>
</tr>
<tr>
<td></td>
<td>Video on Cultural Humility &amp; Multicultural Experience of Mental Health (K, V, S, C&amp;A)</td>
<td>Week 2</td>
</tr>
<tr>
<td></td>
<td>Small group activity/discussion on cultural assessment (K, V, S, C&amp;A)</td>
<td>Week 2</td>
</tr>
<tr>
<td></td>
<td>Case examples &amp; small/large group discussions (K, S, C&amp;A)</td>
<td>Weeks 2, 9, 10, 13</td>
</tr>
<tr>
<td><strong>2.1.4 Engage in Practice-Informed Research and Research-Informed Practice</strong></td>
<td>Assignment: Dimensions of diversity paper (K, S, C&amp;A)</td>
<td>Page 10&amp;11</td>
</tr>
<tr>
<td></td>
<td>Assignment: Interactive Workshop (K, S, C&amp;A)</td>
<td>Page 13</td>
</tr>
<tr>
<td><strong>2.1.6 Engage with Individuals, Families, Groups, Organizations, and Communities</strong></td>
<td>Lecture, readings, and discussion on developing a collaborative based relationship for mental health treatment. (K, S, V, C&amp;A)</td>
<td>Weeks 1, 2, 3, 8, 9, 10, 11, 12, 13, &amp; 14</td>
</tr>
<tr>
<td></td>
<td>Guest lecturer on attachment and trauma (K, C&amp;A)</td>
<td>Week 6</td>
</tr>
<tr>
<td></td>
<td>Role Play In-Class Activity (K, S, C&amp;A)</td>
<td>Weeks 2, 3, 13, &amp; 14</td>
</tr>
</tbody>
</table>
social workers understand and apply theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the focus area to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. They understand and demonstrate an array of strategies to engage diverse clients and constituencies to advance practice effectiveness in the focus area. Advanced Generalist social workers demonstrate advanced understanding of how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies in the focus area. They value and employ principles of relationship building and interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals in the focus area.

### 2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities

Advanced Generalist social workers independently engage and apply their understanding of theories of human behavior and the social environment in the ongoing assessment of diverse individuals, families, groups, organizations and communities in the focus area. They engage in inter-professional collaboration and utilize methods of assessment appropriate to their focus area to advance practice effectiveness. Advanced Generalist social workers demonstrate an understanding of how their personal experiences and affective reactions may affect their assessment and decision-making.

<table>
<thead>
<tr>
<th>Activity/Assignment</th>
<th>Week(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small group activity/discussion on cultural assessment. (K, V, S, C&amp;A)</td>
<td>Week 2</td>
</tr>
<tr>
<td>Lecture, readings, and discussion on ongoing mental health assessments within the bio-psycho-social model. (K, S, C&amp;A)</td>
<td>Weeks 2, 3, 4, 5, 9, 10, &amp; 13</td>
</tr>
<tr>
<td>Self-assessment activity (K, V, C&amp;A)</td>
<td>Week 14</td>
</tr>
<tr>
<td>Cultural assessment assignment (K, V, C&amp;A)</td>
<td>Page 10</td>
</tr>
<tr>
<td>Assignment: Role Play with partner (K, S, C&amp;A)</td>
<td>Page 14</td>
</tr>
</tbody>
</table>

### 2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities

Advanced Generalist social workers recognize and understand intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They independently identify, analyze and implement evidence-informed interventions to achieve the goals of clients and constituencies in the focus area. Advanced Generalist social workers incorporate their knowledge of theories of human behavior, the social environment when selecting, and implementing interventions in the focus area. They also engage in interdisciplinary, inter-professional, and inter-organizational collaboration as appropriate, in evaluating and implementing interventions.

<table>
<thead>
<tr>
<th>Activity/Assignment</th>
<th>Week(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture, readings, videos, and small/large group discussions on Evidence Based Interventions to treatment mental illness (K, C&amp;A)</td>
<td>Weeks 8, 9, 10, 11, 12, 13, &amp; 14</td>
</tr>
<tr>
<td>Guest Speaker on trauma/attachment (K, S)</td>
<td>Week 6</td>
</tr>
<tr>
<td>Guest Speaker on mindfulness (K, S)</td>
<td>Week 7</td>
</tr>
<tr>
<td>Guest Speaker on Recovery and Drug Treatment Courts (K)</td>
<td>Week 13</td>
</tr>
<tr>
<td>Assignments: Dimensions of Diversity Paper, Interactive Workshop or Final Research Paper (K, S, C&amp;A)</td>
<td>Page 10, 11, 12, &amp; 13</td>
</tr>
<tr>
<td>Role Play in-class activity on exposure hierarchies (K, S)</td>
<td>Week 10</td>
</tr>
</tbody>
</table>
### 2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Advanced Generalist social workers recognize the importance of ongoing evaluation in the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They are knowledgeable about various methods of evaluating outcomes and practice effectiveness in the focus area and incorporate their knowledge of theories of human behavior and the social environment when evaluating outcomes. Advanced Generalist social workers employ qualitative and quantitative methods as appropriate for evaluating outcomes and practice effectiveness in the focus area.

| Lectures, readings, and class discussions in evaluating outcomes and practice effectiveness in mental health treatment with individuals, groups, and families. (K, S) | Weeks 1, 3, 5, 8, 9, 10, 11, 12, & 13 |
| Assignment: Dimensions of Diversity Paper (K, S) | Page 10 & 11 |
| Assignment: Interactive Workshop or Final Research Paper (K, S, C&A) | Page 11, 12, & 13 |

*K=Knowledge; V=Values; S=Skills; C & AP=Cognitive and Affective Processes*
APPENDIX B
RESEARCH 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 a 12-15 page (excluding list of references) paper on a topic in **ONE** area of Mental Health and Social Work Practice, 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 be typed, double-spaced, and use reasonable (i.e. not unusually wide or narrow) margins. Some examples for topics are included below.

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

2) Mental health practice with children, youth and/or families. You can focus on models for community treatment of children with serious emotional disturbance (sometimes known as “wrap around” programs), or other models/programs that target certain presenting issues or present an evidence-informed theoretical treatment paradigm.

3) Mental health practice with LBGTQ youth or adults

4) Other culturally specific mental health treatment programs

5) Integrated treatment programs for people with co-occurring disorders

6) Peer services in programs designed to facilitate recovery for individuals with severe and persistent mental illness.

Once you have identified the topic for your paper, you will be searching the literature for resources. Your initial topic proposal requires you include a preliminary list of at least 5 potential sources. As you continue your literature search, you are encouraged to find additional material. You can use the following outline to organize the elements of your paper. You don’t need to use these headings in your paper.

1. Definition (1-3 pages)

   Begin by specifying the target population and the needs members of this target population have that are addressed by one of the topic areas above. 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 effect(s), 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 2-3 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.

4. Conclude your paper with a list of references (these do not need to be annotated). You should use the American Psychological Association’s Publication Manual (5th edition) as a guide in preparing your reference list and citing resource material in the text of your paper. Guidelines for the APA citation standard can be found on the Writing Center’s website:

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

FORMAT: Your paper must be typewritten and submitted as a “hard copy.” It should not exceed 15 pages of text (excluding references). Papers must be typed, double-spaced, and use reasonable (i.e. not unusually wide) margins and 12 pt. Times New Roman font in APA format.

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 sources properly cited? I strongly suggest that you read the information here:
http://writing.wisc.edu/Handbook/QuotingSources.html

STEPs IN DEVELOPMENT: (If you have questions or concerns along the way regarding this assignment, please get in touch with me.)

December 16, 2017: This is the due date for your final paper. Papers submitted after class on this date will be subject to a point reduction.
Appendix C
Class Discussion Guidelines
From: Colleen Mahoney - UW-Madison School of Social Work

Successful class discussion depends upon people being “good citizens” by taking joint responsibility for moving the discussion forward. That means following guidelines and helping to enforce them. Listening well, making productive contributions and facilitating discussion are all important social work skills.

1. Do the reading and come to class prepared to talk.
2. Listen as well as talk.
3. Raise questions. Asking questions, asking for clarification from faculty or from other members of the class, is as important - and often more valuable - than making points.
4. Build on each other’s points. Refer to each other and let people know how your point is related to the discussion.
5. If you want to change the direction of the discussion, make it explicit. By doing so, you allow the class to decide whether or not they want to change direction. You allow the class to finish one discussion before starting another. This also allows the class to know where you are coming from. You may know what you are talking about, but the class may not – they may still be thinking about the previous discussion, and not realize that you are changing the topic.
6. Make your point and support your position, then allow the discussion to move on. Do not persist in defending points. It is frustrating to others when a participant keeps bringing the conversation back to the same point and re-states it over and over again.
7. Bring in your background. Let others know where you are coming from. Tell the class if you are using information from personal experience or from knowledge gained outside of class. If you don’t some people may wonder where the information is from – was that in the readings?
8. Respect diversity of opinions as well as perspective:
   a. Do not stereotype and never dismiss. For example, if someone takes a feminist position one day, that does not mean that every time that person speaks everyone should roll their eyes and think, “here we go with the feminist position again!”
   b. Do not assume. We come from a variety of backgrounds and have a diversity of lives that you may or may not be aware of. Don’t assume that we are all the same. There are gay people in the room. There are Jewish people in the room. There are white people who have known hunger and people of color who went to prep school and grew up in the suburbs. There are people in this room who were teen parents and people who were or are consumers of many of the social services we are discussing. All of this means that you should never assume that “we” are talking about “them” – whether “them” refers to clients or certain groups of people.
9. Make the classroom a safe place. Things that people say in the classroom should not be repeated outside of class. Discussion and learning happen when people feel that they can experiment, openly discuss ideas, try on different concepts, be challenged and grow without being judged.
Appendix D

Guidelines for Evaluating Participation
From: Severa Austin, UW-Madison School of Social Work

Outstanding Contributor:

Contributions in class reflect exceptional preparation. Ideas offered are always substantive and provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. The student responds to colleagues’ ideas, and assists in further development and clarification of these ideas. If this person were not a member of the class, the quality of discussion would be diminished markedly.

Good Contributor:

Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights, and sometimes direction for the class. Challenges are well substantiated and often persuasive. Responses to colleagues’ ideas are often useful. If this person were not a member of the class, the quality of the class would be diminished.

Adequate Contributor:

Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights, but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. Occasionally responds to colleagues’ comments in ways that are useful. If this person were not a member of the class, the quality of the class would be diminished somewhat.

Non-Participant:

This person says little or nothing in class, nor does s/he clearly encourage others through active listening. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of the discussion would not be changed.

Unsatisfactory Contributor

Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights, and never a constructive direction for the class. Integrative comments and effective challenges are absent. Comments do not acknowledge colleagues’ contributions, or worse, are disrespectful of them. If this person were not a member of the class, valuable airtime would be saved.

*NOTE: Prof. John Tyler of Brown University obtained these guidelines from Prof. Richard J. Murnane at the Harvard Graduate School of Education. Prof. Murnane, in turn, learned them from someone else.*