SW 835: Advanced Practice in Mental Health  
Summer/Fall 2016  
School of Social Work  
253 Human Sciences and Services Building  
Eau Claire, WI 54702  

Instructor: Sara Boughton, MSW, LCSW  
Class Time: SW835 1: 12:00-3:15 (August 6-August 27)  
SW835 2: 12:00-2:00 (September 10-October 22)  
Location: HSS, Room 205  
Office hours: Before and after class, and by appointment  
Phone: 715-559-3169 (text and voice)  
E-mail: sboughton@wisc.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 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 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. Social Work 835 is the Advanced Practice concentration requirement in the Mental Health Focus Area.  

To master the competencies and practice 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 Competencies and Practice Behaviors By Assignments

Successful completion of this course implies that students will have progressed toward achieving some of the core social work competencies by demonstrating and 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>
</tr>
</thead>
<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 or Interactive Workshop &amp; weekly group exercises</td>
</tr>
<tr>
<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, weigh values and principles of ethical decision making, &amp; the NASW code of ethics in order to address dilemmas related to practice in the area of mental health</td>
<td>In class discussion of particular case examples</td>
</tr>
</tbody>
</table>
| 2.1.3: Apply critical thinking to inform and communicate professional judgments | * Identify & synthesize multiple sources of knowledge to understand policy and practice issues related to the concentration  
* Identify & evaluate models of assessment, prevention, intervention, and evaluation that are appropriate to the area of mental health  
* Use effective communication skills with diverse communities, constituencies an multi- and inter-disciplinary colleagues when dealing with issues related to mental health | Final paper or Interactive Workshop  
Role play demonstration & weekly group exercises  
Final paper or Interactive Workshop; role play demonstration; weekly group exercises |
| 2.1.4: Engage diversity and difference in practice | * Demonstrate an understanding of how culture and values affect diverse conceptualizations and constructions of social problems and solutions in the area of mental health  
* Demonstrate knowledge and skills to practice without discrimination and with respect toward people of diverse backgrounds  
* Actively engage diverse clients, groups, or organizations to promote solutions based on diverse conceptualizations of social problems related to the area of mental health | Group exercise week 2; reflection paper week 2  
Group exercise week 2  
Role play demonstrations applicable to all three bulleted practice behaviors |
| 2.1.5: Advance human rights and social and economic justice | * Appraise how mechanisms of oppression and discrimination impact various groups and outcomes relevant to the area of mental health | Final paper or Interactive Workshop; group exercises week 2 & |
**IV. Course Content**

Course objectives will be met through readings, exercises to help build skills, papers and other assignments attending critically to lecture and presentations, and class discussion. Practice skills that are culturally competent and affirming of differences in sexual orientation and gender identity will include strategies for strength-based assessments, effective counseling and psychotherapy,
skills in case management and advocacy, and skills in working with organizations and communities around mental health services. There will be readings on core practice theoretical models including systems theory, cognitive behavioral theory, dialectical 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.

In order to meet the course objectives, students will need to attend all classes and read the assigned material thoughtfully and thoroughly, as well as participate in class discussions and experimental exercises. Students will also be asked to bring questions, concerns and direct practice experiences to help them understand 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.

Meeting course objectives, therefore, also 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. If issues or barriers that impede learning arise, students are expected to bring these to the attention of the instructor. Students are expected to inform the instructor in advance when possible about any absences from class and are expected to turn in all assignments on their due dates regardless of class attendance that day, unless specific arrangements have been made.

CLASS TOPICS & ASSIGNMENT SCHEDULE:

PLEASE NOTE: Class topics and assignments are subject to change at the discretion of the instructor. Student suggestions and input regarding class topics may also be taken into consideration for changes to the syllabus.

I. ESTABLISHING A FRAME & BEGINNING COMPETENCIES

Week 1 (8/6/16): Orientation and exploration of recovery oriented, community based mental health services.

A form to guide cultural assessment is located on our class Learn@UW 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


Danielle E. Parrish, Ph.D. is an Assistant Professor with the University of Houston, Graduate College of Social Work – 


******STUDENT INFORMATION SHEET DUE WEEK 1

**Week 2 (8/13/16): Cultural Competence and Mental Health.** Objectives: Look at cultural issues that guide how a therapeutic relationship develops, service plan formulations, interventions, and evaluations of effectiveness. **Collaborative Assessment: Attending and Listening: Intentional Use of Language.** Objectives: Assessment is a two-way street. Collaboration and change start 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

II. COLLABORATIVE ASSESSMENT: ATTENDING & LISTENING;
INTENTIONAL USE OF LANGUAGE

Week 3 (8/20/16): Stages of Change & Setting Goals. Objectives: Reviewing stages of change and strategies that follow; goal setting and constructing “solvable” problems; use of benchmarks.

Skill building: 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 (8/27/16): Continuation of 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.

Required reading:
Chapter 5 & 6

Week 5 (9/10/16): Attachment & Trauma: Attachment fundamentals; ACE study; videos and discussion. Objectives: Learn about Attachment theory and discuss clinical applications to social work practice with children and adults who have suffered trauma.

Required reading:
The Developing Brain and Child Abuse. Obtained from http://www.ceunit.com/ceus-TheDevelopingBrainandChildAbuse

Chapter 5

****REFLECTION PAPER DUE WEEK 5

Week 6 (9/17/16): Trauma Informed Practice: Prevalence of co-occurring trauma; effects of trauma on the brain; working with clients who have trauma. Objectives: To become trauma informed clinical social workers both in direct practice with individuals, families, and groups and in larger systems practice arenas.

Skill building: You will be applying your assessment and intervention skills related to class examples and class discussion.

Required reading:

Recommended Reading:
III. THEORETICAL MODELS AND THEIR APPLICATION TO SOCIAL WORK PRACTICE IN MENTAL HEALTH

**Week 7 (9/24/16): CBT: Elements of the CBT model; 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 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 8.

**Recommended reading:**


**Week 8 (10/1/16): CBT Interventions and Skills Practice.** Objectives: Become familiar with interventions central to CBT and applying CBT to different mental health diagnoses.

**Required reading:**
Chapter 9-12, 14-17


**Recommended reading:**


**Week 9 (10/8/16): DBT: Elements of the DBT model; 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.

**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

**Week10 (10/15/16): Exposure Therapy 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:**
- Chapter 11
**Week 11 (10/22/16): 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.

Required reading:

*****RESEARCH PAPER DUE WEEK 11

**V. Course Texts and Class Schedule**

Required texts:


Recommended texts:


All other readings will be posted online at Learn@UW. The power point presentation 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 online at Learn@UW.

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

Please note: 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 or and **NR (No Report)** if they are a special study. 'P' and ‘NR’ are temporary grades specifically designed i)for courses extending beyond one term that will be replaced at the end of October with the final grade you earn for the full 11 weeks.
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>August 6, 2016</td>
<td>NA</td>
</tr>
<tr>
<td>Cultural Assessment Due</td>
<td>August 13, 2016</td>
<td>NA</td>
</tr>
<tr>
<td>Student Learning Contracts Due</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection Paper #1</td>
<td>September 10, 2016</td>
<td>20</td>
</tr>
<tr>
<td>Role Play</td>
<td>October 15, 2016</td>
<td>15</td>
</tr>
<tr>
<td>Dimensions of Diversity</td>
<td>Per Student Request/Sign-up</td>
<td>15</td>
</tr>
<tr>
<td>Interactive Workshop</td>
<td>Workshop Per Student Request/Sign-up or Research Paper Due October 22, 2016</td>
<td>40</td>
</tr>
<tr>
<td>Participation</td>
<td>Weekly</td>
<td>10</td>
</tr>
</tbody>
</table>

ASSIGNMENTS

1. **Reflection paper:** You will be writing a 5-6 page reflection paper on this discussion experience described below, which will be done in class on 8/13/16, to be turned or submit to the Learn at UW-Drop Box by 12:00 p.m. on day due 9/10/16:

   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.)
2. Dimensions of Diversity

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. Student must email journal article or chapter out to entire class one week prior to due date, along with discussion question. You will then lead in-class discussion regarding your article and discussion question posed. 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 to the Learn at UW-Drop Box by 12:00 p.m. 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

Grading Criteria

<table>
<thead>
<tr>
<th>Total Possible Points</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Organization of brief report</td>
<td>6</td>
</tr>
<tr>
<td>All content areas described and covered</td>
<td></td>
</tr>
<tr>
<td>Evidence of critical thinking</td>
<td></td>
</tr>
<tr>
<td>II. Report enhances weekly content</td>
<td>4</td>
</tr>
<tr>
<td>Interesting and meaningful</td>
<td></td>
</tr>
<tr>
<td>III. Instructor's overall impression of effort</td>
<td>4</td>
</tr>
<tr>
<td>IV. Technical detail of report:</td>
<td>1</td>
</tr>
<tr>
<td>Spelling, grammar, syntax</td>
<td></td>
</tr>
<tr>
<td>TOTAL Points Earned</td>
<td></td>
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</tbody>
</table>
4a. 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 LBGTQ 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](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 A at the end of the syllabus and should be reviewed. The due date for the completed paper is NO LATER than the beginning of class or submit to the Learn at UW-Drop Box by 12:00 p.m. on day due October 22nd.

Grading criteria

- 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. 6 ______
- Description of the mental health service program(s) or treatment model(s) designed to serve the population 8 ______
- Examination of evidence of impact and outcomes of each program or model on the population, including any evidence of adverse outcomes 7 ______
- Examination of the efficacy of each program or model in addressing Recovery values and cultural competence 7 ______
- Summary and suggestions for further development of each program or model presented, including suggestions for further research 5 ______
Synthesis of the material, clarity in writing, and use of correct grammar and spelling 5 ______

Accuracy in following length and formatting instructions 2 ______

Total Points Possible 40

Total Points Earned ______

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**

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 12 ______
eye contact, more than lecture, involves audience; employs creativity

<table>
<thead>
<tr>
<th>Section</th>
<th>Points Possible</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>III. Evidence of critical thinking (e.g., research limitations,</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>dimensions of diversity; gaps in our knowledge)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV. Time management – Lecture portion less than 20 minutes</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Workshop concluded within 45 minutes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V. APA style reference list. Current/comprehensive?</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Reference drawn from journal articles?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research and practice sources included?</td>
<td></td>
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<tr>
<td>TOTAL Points Possible</td>
<td>40</td>
<td></td>
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</tbody>
</table>

Total Points Earned

5. Role Play:

Total Possible Points 10

Students will partner up with a peer for this practical assignment. Each student will be provided a scenario and will do one role play as the therapist and one as the client for this assignment. Criteria that will be assessed during this role play: Use of open ended questions, appropriate use of closed ended questions, identification of presenting issue/ issues your client is presenting with, reflective listening, active listening, summarizing, collaboration with the client, setting a therapy goal with the client, working on a plan for the next session, non-verbal communication, validation, and flow of the interview.

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 5-10. If you need assistance in learning how the recording equipment works, let me know and I will 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.

Participation in Class Discussion and Activities

Total Possible Points 10

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 B)
- Degree of the students active participations (see Appendix C)
- Active engagement in small group work on in class assignments related to course competencies and practice 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
- Additional graded make-up work appropriate for the content missed may be assigned for 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 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 considered excused and makeup work will 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.

Late Assignment Policy:
The assignments listed above are due in the drop box 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.

Plagiarism
Plagiarism involves the use of others’ words, ideas, or evidence without clearly acknowledging the source. Plagiarism in this class (and other classes) is unacceptable and will be treated as serious ethical breach with possible penalties including: a failing grade on the assignment, failing the class, and/or referral to the Dean of Students Office.
Maintaining ownership of your work is often challenging when writing papers using multiple sources. Nevertheless, intentional plagiarism is academic dishonesty. Plagiarism occurs when you do any of the following in an assignment:

- Use someone else’s words either verbatim or almost verbatim without citation (even if the work does not have a clear author—for instance in a website)
- Use someone else’s evidence, line of thinking or idea without citation
- Turn in someone else’s work as your own, as in copying a peer’s paper or purchasing a readymade paper
- Turn in previously submitted work as if new, without the instructor’s approval

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
If you require accommodations to obtain equal access to this class or to any assignments that I may give, please contact me as soon as possible.

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.
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: http://www.wisc.edu/writing/Handbook/DocAPA.html

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?

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

October 22, 2016: This is the due date for your final paper. Papers submitted after class on this date will be subject to a point reduction.
Appendix B

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. No one wants to be standing in the coffee line and hear someone say, “Can you believe that she said that…!”
Appendix C

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. Although the original attribution for the guidelines has been lost, they continue to be useful to so many.*