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

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

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

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

Successful completion of this course implies that students will have progressed towards achieving some of the core social work competencies by demonstrating the following practice behaviors:

<table>
<thead>
<tr>
<th>Competencies Addressed In Course</th>
<th>Practice Behaviors Addressed In The Course</th>
<th>Assignment(S) &amp; Activities Measuring Behavior</th>
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<tbody>
<tr>
<td>2.1.1: Identify as a professional social worker and conduct oneself accordingly</td>
<td>*Apply knowledge of social services, policies &amp; programs relevant to the Mental Health concentration, to advocate with, or on behalf of clients for access to services</td>
<td>Final paper &amp; participation in class discussions (included in the Grade Standards: “Professionalism”)</td>
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| 2.1.2: Apply SW ethical principles to guide professional practice | *Evaluate ethical dilemmas related to problems and issues in the Mental Health Concentration  
*Weigh values, principles of ethical decision –making, & the NASW code of ethics in order to address dilemmas related to practice in the area of mental health. | In-class discussion of particular case examples discussions (included in the Grade Standards: “Professionalism”) |
| 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 and 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 and multi- and inter-disciplinary colleagues when dealing with issues related to mental health. | Final paper  
Role play demonstration & weekly group exercises discussions (included in the Grade Standards: “Professionalism”)  
Final paper; role play demonstration; weekly group exercises discussions (included in the Grade Standards: “Professionalism”) |
| 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 towards 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 discussions (included in the Grade Standards: “Professionalism”) and final paper  
Group discussions and in-class exercises discussions (included in the Grade Standards: “Professionalism”)  
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; group exercises discussions (included in the Grade Standards: “Professionalism”)

2.1.6: Engage in research-informed practice and practice-informed research | *Demonstrate ability to evaluate mental health practice.  
*Translate practice knowledge in order to contribute to scientific inquiry.  
*Critically evaluate and utilize theoretical and empirical research relevant to the problems and/or populations addressed in mental health practice. | Role play/self-assessment paper  
Final paper  
Group discussions (included in the Grade Standards: (“Professionalism”) and final paper

2.1.7: Apply knowledge of human behavior and the social environment | *Evaluate and apply knowledge of human behavior and the social environment to choose methods of assessment, intervention, and evaluation most appropriate to mental health problems and populations served in practice. | All assignments & group exercises and discussions (included in the Grade Standards: “Professionalism”)  
Final paper

2.1.9: Respond to contexts that shape practice | *Assess the impact of historical and contemporary contexts on the practice and policy in the area of mental health | Final paper

2.1.10a: Engage with individuals, families, groups, organizations, and communities | *Employ diverse strategies to engage with individuals, families, groups, organizations and communities related to the area of mental health. | Weekly group exercises and discussions (included in the Grade Standards: “Professionalism”), reflection paper

2.1.10b: Assess individuals, families, groups, organizations, and communities | *Assess individuals, families, groups, organizations, and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to mental health. | Group exercises discussions (included in the Grade Standards: “Professionalism”), reflection paper, role play demonstration & self-assessment paper

2.1.10c: Intervene with individuals, families, groups, organizations, and communities | *Demonstrate ability to intervene at different levels (with and/or on behalf of individuals, families, groups, organizations, and communities) to achieve the desired practice outcomes related to mental health. | Group discussions (included in the Grade Standards: “Professionalism”), group exercises; role play demonstration

2.1.10d: Evaluation | *Apply research skills to analyze, monitor, and evaluate interventions in the area of mental health. | Final paper
IV. Course Content
Course objectives will be met through readings, skill building exercises, papers and other assignments, attending critically to lectures and presentations, and class discussion. Students will continue to develop practice skills that are culturally competent and affirming of differences in sexual orientation and gender identity. Students will learn strategies for strength-based assessments and effective counseling and psychotherapy skills at the “micro” level of clinical social work practice as well as considering larger system interventions that will support clients in their recovery process.

There will be readings on core practice theoretical models including cognitive behavioral theory, attachment theory, co-occurring substance use disorders, 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.

Week 1 (Sept 10): Course orientation / Clinical social work framework / Collaborative, competency-based therapy / Culturally aware therapy
Required readings

Suggested readings


Week 2 (Sept 17): Building motivation for change and setting goals
Required readings:
Bertolino & O’Hanlon (2002), Ch. 3 & 4 (Posted on Learn@UW)


⇒ Complete Cultural Self-Assessment and bring to class

Suggested readings:

Week 3 (Sept 24): Facilitating and maintaining change

**Reflection Paper Due**

**Required readings:**
Bertolino, & O’Hanlon (2002), Ch. 5, 6, & 8 (Posted on Learn@UW)

**Suggested reading:**
Bertolino & O’Hanlon (2002), Ch. 7 & 9 (Posted on Learn@UW)


Week 4 (Oct 1): Attachment theory, assessing and treating trauma

**Required reading:**


**Suggested reading:**
The Developing Brain and Child Abuse.


**Week 5 (Oct 8): Assessing and treating co-occurring substance abuse**

### Role Play and Self-Assessment Paper Due

**Required reading:**


**Suggested reading:**


The National Institute on Drug Abuse has numerous resources for service users and professionals: [http://www.nida.nih.gov/nidamed/](http://www.nida.nih.gov/nidamed/)

**Week 6 (Oct 15): Cognitive behavioral therapy (CBT): theory, assessment and methods**

**Required reading:**
Suggested reading:
Ledley, Marx, & Heimberg (2010). Ch 3 & 5

Week 7 (Oct. 22): Cognitive behavioral therapy (CBT): session structure and homework, resistance, treatment for depression / Contemporary treatment models / Self-care

Research Paper Due

Required reading:
Ledley, Marx, & Heimberg (2010). Ch. 8, 9, & 10

Suggested reading:
Ledley, Marx, & Heimberg (2010). Ch. 7 & 1


V. Textbooks and Other Reading Materials

Required Textbooks:


Bertolino & O’Hanlon chapters, articles and other assigned materials are be posted on Learn@UW.

VI. Evaluation of Competencies and Practice Behaviors

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<thead>
<tr>
<th>Grade Standards</th>
<th>Evaluation</th>
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<td>Points</td>
<td>Grade Standard</td>
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<td>94-100</td>
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<td>F</td>
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Assignments/points:
1. Reflection paper (Due Sept 24).................................................................15 points
2. Role play recording (Due Oct 8).................................................................20 points
3. Self-assessment of role play (Due Oct 8) ......................................................20 points
4. Research paper (Due Oct 22).......................................................................35 points
5. Professionalism...............................................................................................10 points

100 points

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

Assignments
All assignments are described in detail in separate documents and are posted on Learn@UW. All assignments are due on the designated date by the beginning of class time.

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

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

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

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

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

Absence
To ensure a quality educational experience, students must attend and participate in classes.
• Attendance will be taken at each class and students’ level of participation noted
• Excused & Unexcused Absences:
  ~ The first unexcused absence will result in a student’s grade being dropped one full grade
  ~ The second unexcused absence will place the student at risk for failing the course
  ~ On a case by case basis, it is left to the instructor’s discretion as to what is defined as an excused absence as well as to determine appropriate follow up plans
• Additional graded make-up work appropriate for the content missed may be assigned for excused and unexcused absences.
• Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure.
• Students who must be absent due to inclement weather or other emergencies should contact the instructor prior to the start of class to be considered for an excused absence.

Inclement Weather Policy
~ If there is inclement weather across the Program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.
~ Students should check email for a message from the instructor about how to engage in the class material that day in the event that the class session is cancelled due to inclement weather.
~ 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 make up work may be assigned.

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

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

Students with Disabilities: If you require accommodations to obtain equal access to this class or to any assignments, please contact me as soon as possible. I want all my students to have an excellent learning experience. Students registered with the McBurney Disability Resource Center must provide a copy of their VISA within the first two weeks of class.
Code of Ethics, Student Rights and Responsibilities & Plagiarism
BSW and incoming MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the Student Rights and Responsibilities. In doing so, they agreed that while in the BSW or MSW Program they would honor the NASW Code of Ethics and Student’s Rights and Responsibilities, 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, in the field and in the preparation of course assignments.

Additional Information
- Cell phones must be turned off or silenced during class. It is assumed that students who use a laptop computer or other electronic devices to take notes or for other course related purposes are using their device for only this purpose. Internet surfing, instant messaging, phone text messaging, and other distracting activities is unacceptable.
- Some of our class discussions may be about cases from your field placements. As always, please respect the confidentiality of your clients and do not use identifying information.
- I greatly appreciate student input regarding reactions to, suggestions, and/or concerns about the course. In person or written (anonymous or identified) comments are always welcome. There will also be opportunities to provide formal course and instructor feedback.
- Class lectures will not cover all of the assigned required reading material. Assignments may include material not covered in class. Therefore, it is important to keep up with the weekly assigned readings.