I. Course Description
This foundation course prepares social work students to recognize major mental health concerns across the lifespan. The course includes an introduction to the Diagnostic and Statistical Manual of Mental disorders (DSM) as the organizing framework for reviewing major mental disorders and critique of the current "medical model" approach to mental health in the United States. The course considers mental health issues from a generalist perspective including the role of the social environment, culture and stigma in mental health services, access and policy.

Attributes and Designations: For undergraduates this course counts as Liberal Arts and Science credit in L&S. For graduate students this course counts toward the 50% graduate coursework requirement.

Requisites: Senior standing and declared in Bachelor of Social Work program (for undergraduate students).

How Credit Hour is Met: This class meets for one 115 minute class session each week for the spring semester and carries the expectation that students will work on course learning activities (reading, writing, studying) for about 4 hours out of classroom for every class period. The syllabus includes additional information about meeting times and expectations for student work.

II. Course Overview
This generalist course prepares social work students to recognize major mental health concerns across the lifespan. The course includes an introduction to The Diagnostic and Statistical Manual of Mental Disorders-5 (APA, 2013) as the organizing framework for reviewing major mental disorders and a critique of the current “medical model” approach to mental health in the United States. The course considers mental health issues from a generalist perspective including the role of the social environment, culture and stigma in mental health services, access and policy.
This generalist course aims to convey a knowledge base in, and orientation to, psychopathology, as preparation for advanced social work practice. A focus on the identification and description of mental disorders, and what is known (and not known) about their social context and etiology (biological, psychological and socio-cultural factors) will be a major component of the course. In addition, exploration of issues of diversity related to diagnosis and treatment of specific mental disorder categories as well as how this material impacts and impinges on mental health policies and services.

As part of this class we will discuss the strengths and weaknesses of our current “medical model” approach to mental health in the United States, controversies relating to the DSM-5, the strengths and weaknesses of this diagnostic system, and the role of social workers in addressing mental health concerns across areas of social work practice. We will also explore issues pertaining to ethical practice. This class will not provide in-depth, skill-based learning in specific clinical interventions, but we will review what is known about effective treatments for specific classes of disorders.

This required course is part of the Social Work Practice Methods sequence in the Generalist Practice curriculum.

III. Learning Outcomes: Competency Descriptions 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 and assignment and behaviors learned in field experiences, and which are derived from social work knowledge, values skills, and cognitive and affective processes. The objective of this course is to help students to demonstrate understanding and mastery of the knowledge, values, skills and cognitive and affective processes relevant to the competencies described in Appendix A.

IV. Course Content**
Discussion regarding specific diagnoses listed weeks 4 through 14 will consist of assessment, intervention and social work considerations.

** Note: The instructor may make some modifications to the schedule of topics, discussion questions and even to some of the readings/media based on her best assessment of the needs of the class.

Week 1 (1/23): Syllabus Review and Course Expectations; Community Building; Social Work Values in Mental Health; The Health and Mental Health Care Systems and Access to Care

Discussion Questions:
- Where and how do people access mental health care? What societal factors influence this?
- How will you encounter mental health needs in your social work career?
- Re: the 60 Minutes segment and NPR piece: How do our social work values inform our responses to these parents’ situations and other concerns identified in these pieces of assigned media?
Required Readings and Media:


3. Mental Health 60 min (14:21)
   ~ [https://www.youtube.com/watch?v=tCfL9fW4bEu](https://www.youtube.com/watch?v=tCfL9fW4bEu)


**Week 2 (1/30): Biopsychosocial and Societal Risk and Protective Factors in Mental Health; Diagnosis and the Social Work Profession; Introduction to the DSM and diagnostic practices; the limitations of the DSM**

Discussion Questions and Activity:

- How does the medical model of mental illness align with social work’s purpose and values? How does it undermine social work’s purpose and values?
- What are essential features of anti-oppressive mental health practice?
- Set group assignments for mental health in the media assignment

Required Reading and Media:


   - Chapters 1 and 2


Recommended Reading and Media:


**Week 3 (2/6):** Medicalization; Mental health stigma and its impact on help-seeking behavior; Stigma reduction interventions; Introduction to mental health recovery

**Assignment #1 due by 11:59pm:** Reflection Paper on Personal and Professional Beliefs, Values and Reactions Surrounding Mental Health

Discussion Questions:
- What are potential impacts of mental illness labels?
- What are students’ reactions to the Horwitz article?
- What role does stigma play in your own beliefs about and reactions to mental illness?
- What must we, as social workers, do both personally and politically to address the public health concern of stigma?

Required Reading and Media:


Recommended Reading and Media:


**Week 4 (2/13): Intro to psychopharmacology; Social worker roles in psychopharmacology; Neurodevelopmental Disorders: Attention-Deficit/Hyperactivity Disorder**

**Discussion Questions and Activity:**
- Watch a segment of PBS’ medicated child.
- What are social workers’ ethical and professional duties with respect to psychopharmacological treatment?
- Prior to preparing for today’s topic, what were your beliefs about the nature and causes of ADHD? Did the BBC documentary and the Dr. Brown interviews impact your beliefs in some ways? If so, how?
- **Mental Health in the Media #1**

**Required Reading and Media:**

   - Chapter 4

2. ADD/ADHD Attention Deficit Hyperactivity Disorder [Video with Dr. Thomas Brown] retrieved from: https://www.youtube.com/watch?v=ouZrZa5pLXk


**Recommended Reading and Media:**
Week 5 (2/20): Cultural Considerations in Mental Health; The Cultural Formulation Interview; Disruptive, Impulse Control and Conduct Disorders: Oppositional Defiant Disorder and Conduct Disorder

**Guest Lecturer: Martha Saucedo, MSW, LCSW**

**Discussion Questions:**

- In ‘Snapping the Chain’ video, the individuals featured suggested that seeking mental health treatment is viewed as a “white” thing to do in the African American Community. What are some reasons for this? What are your thoughts about how to address this?
- What are your thoughts about medicalization in the case of some children with ADHD, ODD and CD – are these children “sick”? “Bad”?
- What is the role of social work in shaping the discourse around these disorders?

**Required Reading and Media:**

1. Snapping the Chain: Ending Mental Health Stigma in the African American Community: https://www.youtube.com/watch?v=ZcqtFlNSa4


3. Demonstration of Cultural Formulation Interview (1:06:02)***
   https://www.youtube.com/watch?v=IqFrqsJ6iP8
   ***I strongly recommend you follow along using the interview questions found in the DSM, and watch the Q&A portion at the end. I recommend viewing with headphones for better sound quality.


   - Chapter 10

**Recommended Reading and Media:**

In A.M. Breland-Noble et al. (eds.), *Handbook of Mental Health in African American Youth* (pp. 21-35). New York: Springer.

**Please note, this video includes descriptions and images of violent behavior.** YouTube Video: Conduct Disorder (7:02) Retrieved from: [https://www.youtube.com/watch?v=THsIP7pM9Oc&list=PLzISXE49KCNjEUtZ0bOjEZCLxzUYlayUY&index=17](https://www.youtube.com/watch?v=THsIP7pM9Oc&list=PLzISXE49KCNjEUtZ0bOjEZCLxzUYlayUY&index=17)


**Week 6 (2/27): Neurodevelopmental Disorders: Autism Spectrum Disorder; Gender and age issues related to identification and outcomes for individuals with ASD;**

**Guest Lecturer: Dr. Lauren Bishop-Fitzpatrick**

**Class Activity:**

- **Mental health in the media session #1**

**Required Reading and Media:**

   - Chapter 3

2. Early Signs of Autism Video Tutorial (9:02)
   [https://www.youtube.com/watch?v=YtvP5A5OHpU](https://www.youtube.com/watch?v=YtvP5A5OHpU)


Week 7 (3/6): Schizophrenia Spectrum and Other Psychotic Disorders across the Lifespan; Racial Disparities in the Diagnosis of Schizophrenia

Discussion Questions and Activity:
- How were you impacted by the video “A Look into Auditory Hallucinations”? Did you make any new discoveries?
- How do we make sense of the racial disparities in the diagnosis of schizophrenia, particularly among African American males? How is this a social justice issue?

Required Reading and Media:

2. A Look into Auditory Hallucinations (6:39)
   https://www.youtube.com/watch?v=uPkOyPZdKhg

3. Exercise in Empathy - Anderson Cooper (5:03)
   https://www.youtube.com/watch?v=yL9UJVtgPZY


Recommended Reading:

Week 8 (3/13): Depressive Disorders across the Lifespan; Suicide Risk among Marginalized Populations

Discussion Questions:
- What did you learn from watching the Depression: The Misunderstood Epidemic documentary video?
- The podcast interview with Mark Meier identifies risks for depression among social workers. In small groups, we will discuss your reactions to this podcast.
- Especially when working with minority populations with a history of oppression, what complexity do we need to consider in terms of both assessment and interventions to address depression and suicidal behavior?
- What subjective and practical challenges do we face in assessing suicidal behavior?
Required Reading:
   a. Chapter 7

2. Depression: The Misunderstood Epidemic*, retrieved from:  
   https://www.youtube.com/watch?v=J3L6Nwr8fp8


Recommended Reading and Media:


https://vimeo.com/13770833


Week 9 (3/20): Bipolar and Related Disorders

Discussion Questions:
- What were some common experiences you observed common across the people featured in the documentaries (3, 5 below)?
- Bipolar Disorder is considered a severe and persistent mental illness along with schizophrenia, yet there are many high functioning (and famous) people living with bipolar disorder. How do we make sense of this?
- Mental health in the media session#2

Required Reading and Media:
   - Chapter 6
4. Treatments for bipolar disorder – Kay Redfield Jamison (2:52) https://www.youtube.com/watch?v=pAVU2aH_f7Q
   OR
   Of Two Minds: Documentary on bipolar disorder (1:29:59) https://www.youtube.com/watch?v=W-SpgW2V4zs

Recommended Reading and Media:
My Struggle with Bipolar Disorder (15:31) https://www.youtube.com/watch?v=HKtOUNLns88


Week 10 (3/27): Spring break!

Week 11 (4/3): Anxiety Disorders across the Lifespan; Obsessive-Compulsive Disorders

Due by 11:59pm!! Assignment #3: Critical Thinking Paper: Identity and Cultural Considerations in Mental Health
Discussion Questions:

- Media reports suggest an escalation of ‘severe anxiety’ among youth in the United States in the past 8 years or so—what are your thoughts about why this trend is occurring?
- We sometimes hear someone referred to as being “so OCD”. After viewing today’s media, how can this be harmful and grossly inaccurate in the face of legitimate OCD?

Required Reading and Media:

   - Chapter 8


3. Social Anxiety Documentary: Afraid of People (56:57)
   https://www.youtube.com/watch?v=gmEJEfy5f50

3. OCD: The case of Stephanie: (13:06)
   https://www.youtube.com/watch?v=QpFc3VJGcm0

4. Obsessive compulsive disorder (5:17):

Recommended Reading and Media:


OCD-Obsessive Compulsive Disorder
https://www.youtube.com/watch?v=KOami82xKec
Week 12 (4/10): Trauma and Stressor-Related Disorders across the Lifespan; Historical Trauma

***Please note, the content for this topic includes references to a variety of traumatic experiences as well as the causes, symptoms and effects of trauma and PTSD. Given that half of all adults will have experienced at least one traumatic event in their lifetime, discussing trauma and PTSD can be difficult for many of us. Please use your best judgment as you move through the assigned reading and media for this topic, and remember to engage in the self-care practices you know work best for you. If you have concerns about this content or the lecture, please let me know.

Discussion Questions and Activity:

2. Students will spend some time in small groups discussing their reactions to the media pieces assigned for this topic.

3. While many people will experience a traumatic event, most of them will not go on to develop PTSD. What do you make of this? Why is it that two people can experience the same traumatic event and one may develop PTSD while the other does not?

Required Reading and Media:


3. Trauma, Brain and Relationship: Helping Children Heal (25:02) https://www.youtube.com/watch?v=jYyEEMIMMb0

4. *** Please note, this video contains graphic imagery. Now, After (PTSD From A Soldier’s POV) (13:45) https://www.youtube.com/watch?v=NkWwZ9ZtPEI


7. LGBTQ Youth: Voices of Trauma, Lives of Promise (2017, July). NCTSN. Retrieved from: https://www.youtube.com/watch?v=aPV_UeEMZz0&t=217s

Recommended Reading and Media:

Never Give Up: A Complex Trauma Film by Youth for Youth. (2017, October). NCTSN. Retrieved from: https://www.youtube.com/watch?v=v8XaYdQfV3A

Trauma and the Brain. (8:44) https://www.youtube.com/watch?v=4-tcKYx24aA

Our Spirits Don’t Speak English: Indian Boarding School (5:27) https://www.youtube.com/watch?v=qDshQTBh5d4


Week 13 (4/17): Substance-Related and Addictive Disorders across the Lifespan; Racial and Class Disparities in America’s Response to Addiction

Discussion Questions:
- How does Johann Hari’s TED talk push us to reconsider the causes and treatment of addiction?
- What are the pros and cons of no longer distinguishing between substance abuse and substance dependence?
- What is different about society’s current responses to heroin addiction compared to the heroin epidemic of the 1970s and 1980s? How is this a social justice issue?
- Mental health in the media session #3

Required Reading and Media:
   a. Chapter 11
2. Everything You Think You Know about Addiction is Wrong – Johann Hari – TED Talks (14:42) https://www.youtube.com/watch?v=PY9DcIMGxMs


Recommended Reading and Media:

Frontline: The Meth Epidemic
http://www.pbs.org/wgbh/pages/frontline/meth/

Week 14 (4/24): Personality Disorders; Borderline Personality Disorder;

Discussion Questions:
- What are some major problems with personality disorders as diagnostic categories?
- If you were familiar with Borderline Personality Disorder prior to this class, what were your beliefs and assumptions about people with BPD? What affective reactions do you have at the thought of working with someone with BPD?
- In what ways did the documentary, “Back from the Edge” impact your beliefs?

Required Reading and Media:
   a. Chapter 13
3. “Back from the Edge” – Borderline Personality Disorder https://www.youtube.com/watch?v=967Ckat7f98

Recommended Reading:

Class 15 (5/1): Neurocognitive Disorders: Major Neurocognitive Disorder (Dementia); Alzheimer’s Disease; Course Evaluations

Guest Lecturer: Jacob Dunn, MSW, LCSW

Required Reading and Media:
   a. Chapter 12
2. Dementia: A month in the life – BBC News (13:00)
   https://www.youtube.com/watch?v=zJO8R8qBIM

3. Screening for Dementia 3: Patient Assessment (9:46)
   https://www.youtube.com/watch?v=_hR8PrfDQVI

Recommended Reading and Media:

**Final Exam: During Exam Week, Date and Room TBD**

**V. Text and Reading Materials for the Course**

**Required Text**

**Highly Recommended Text**

*If you anticipate you will be pursuing a mental health focus, you are encouraged to purchase this book. UW students have access to the online version while on campus at http://dsm.psychiatryonline.org/doi/book/10.1176/appi.books.9780890425596*

Texts are available online for purchase. Additional readings will be assigned in advance for specific class topics and will be available on Canvas. Students will be expected to come prepared for class having thoughtfully read the assigned articles or other materials.

**VI. Evaluation: Assignments, Grading and Methods**

**Grading Scale & Standards:**

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>What the point totals &amp; subsequent grade generally indicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>Outstanding, excellent work in all areas</td>
</tr>
<tr>
<td>88-93</td>
<td>AB</td>
<td>Outstanding, excellent work in many areas</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
<td>Meets expectations in all areas</td>
</tr>
<tr>
<td>76-81</td>
<td>BC</td>
<td>Meets expectations in most areas; below in others</td>
</tr>
<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>

*In order to achieve the competencies, timely completion of assignments is expected. Students needing assistance with written assignments are expected to use available resources (e.g., the Writing Lab, 6171 Helen C. White Hall).*
Grades are not assigned on a curve. There is no extra credit.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>% Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance and Professional Participation</td>
<td>5</td>
</tr>
<tr>
<td>Assignment 1: Reflection Paper</td>
<td>20</td>
</tr>
<tr>
<td>Assignment 2: Mental Health in the media</td>
<td>10</td>
</tr>
<tr>
<td>Assignment 3: Identity and Cultural Considerations in Mental Health</td>
<td>30</td>
</tr>
<tr>
<td>Final exam</td>
<td>35</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Class Attendance and Professional Participation**

**Participation** is REQUIRED. Effective participation consists of having completed readings, media and other assignments, the ability to integrate social work concepts with field and other experiences, AND the ability to fully engage in problem solving and other exercises (presenting social work issues or other perspectives for discussion as well as responding to other students who present issues). Professional participation also includes arriving to class on time and consistent attendance. You are required to be an alert, attentive and active participant in this class. This includes attentive non-verbal behavior and offering comments relevant to course readings and class discussions. Please keep in mind that quantity does not equate quality. Each student is encouraged to self-monitor your participation to ensure you are an active member of the classroom, while also allowing opportunity and space for all students to participate. Participation can be challenging for some students. Please see instructor EARLY in the semester if you need any assistance in this or any other areas. Difficulties in this area should be viewed as an opportunity for growth and professional development. Assignments and in-class activities are designed to support this.

**Assignments**

**Assignment #1:** Reflection Paper on Personal and Professional Beliefs, Values and Reactions Surrounding Mental Health  
**Due:** February 13th by 11:59pm  
**Value:** 20 points  
**Length:** 3-4 pages (does not include title page and reference page)

In your paper, please reflect on all the following questions:

- What are some of your personal beliefs about mental illness? You may want to consider if there are any differences in your beliefs and stigma exposure/experiences in relation to more common mental illnesses vs. severe and persistent mental illness.
- Reflect on what experiences have influenced and shaped your beliefs, including stigma. Where do these beliefs come from? How have they changed over time? How has exposure to mental health stigma influenced and shaped your beliefs about people with mental illness? Consider messages you have received from various sources in your life, including the media (TV, movies, Facebook, news, etc.), family, friends, school, etc.
- What are your affective and cognitive reactions when you encounter someone with mental illness in various spheres of your life—personally (with family, friends, romantic partners, and peers), professionally (with co-workers and clients); and with strangers?
What comes up for you? How do you feel and how do your thoughts and feelings influence the interaction (or lack thereof)?

- As you move forward in your social work training and post-graduation, what can you do to address some of the beliefs and reactions you have described above, including the effects of stigma?

The purpose of this assignment is to encourage critical thinking and exploration of personal and professional beliefs, values and reactions related to mental illness and deepen understanding about how our professional values and principles influence our responses to mental health.

In this paper, you are asked to organize your thoughts, reflections, and questions in a brief, 3-4 page paper. You are expected to integrate information from at least three of the required materials into a cohesive discussion. I would encourage you to consider how stigma has impacted your beliefs, and incorporate references from the assigned readings on stigma. You are required to critically evaluate, not just summarize, what you have read, watched or listened to and apply it to your own beliefs, values, experiences and reactions. Think beyond the information presented and write about further insights and ideas you believe are important. Discuss additional questions that arise for you after reflecting on this topic.

While this reflection paper does ask you to write about yourself, it is not necessary to share information you are not comfortable disclosing. The amount of self-disclosure, in the form of revealing information about your lived experiences, is completely at your discretion and the amount or level of detail will not impact your grade. I am most interested in seeing depth and critical thinking in the discussion of your beliefs, values and reactions to mental illness. In addition, your grade will not be negatively impacted if you share a belief that might be viewed as biased, judgmental or less than desirable. We all have conscious and unconscious biases, and have all been influenced by stigma. If we try to ignore, deny or avoid these parts of ourselves, we are at risk of causing harm in the future.

Although this paper is to be written in the first-person, it should be written as an academic paper with proper spelling, grammar and APA citations, reference list and formatting. You should begin the paper with an introduction and end with some sort of conclusion. Grading will be based on evidence of thoughtful consideration of assigned course material, class discussion and personal/professional experience and on attention to grammar, spelling, organization, clarity. Do not approach this reflection paper as you might a journal entry in which you compose your thoughts in the paper as they come to you. This must be a polished and cohesive paper; this requires editing to ensure that your discussion flows smoothly with transitions from idea to idea. Also, please NOT use the assignment questions as headers. Papers should be submitted on the Canvas course site.

### Grading Rubric for Assignment 1

| Critical reflection on own beliefs, values, experiences | 20% |
| Critical reflection on the influence of stigma on your beliefs | 20% |
| Critical reflection on affective and cognitive reactions | 20% |
when encountering people with mental illness

<table>
<thead>
<tr>
<th>Exploration of ways to address beliefs and reactions, including stigma</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct grammar, spelling, APA formatting, citations and reference list</td>
<td>10%</td>
</tr>
<tr>
<td>Overall writing, including an introduction and conclusion, paper organization and integration of thoughts into a cohesive discussion</td>
<td>10%</td>
</tr>
<tr>
<td>Total % Points Possible</td>
<td>100</td>
</tr>
<tr>
<td>Total points awarded out of 20:</td>
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</table>

**Assignment #2: Mental Health in the Media**

**Due:** TBD by sign-up, Either 2/27, 3/20, or 4/17

**Value:** 10 points

Mental health is frequently discussed in the news. Topics include: changes in mental health policies; healthcare coverage for mental health; community crises related to addiction; safety and mental illness (i.e. gun control; forced treatment; violence) and many more. The purpose of this assignment is to increase awareness of popular discourse and current events surrounding mental illness through engaging your peers in a discussion about a recent piece of media.

Students will be organized into small groups of three. Each group member will sign up for a time to present a newspaper article or other form of news media from the past 6 months that discusses a mental health issue in the news. I highly recommend a major national news source - The New York Times, LA Times, Washington Post, Chicago Tribune or NPR (as examples); please AVOID blogs or pure opinion pieces. The media piece you choose should be substantive in length and in content provide some sort of data/information based on journalistic or scientific inquiry. Local papers are acceptable if the article you have chosen is about a local issue. The article can be about policy or practice, and you are especially encouraged to share media that touches on mental illness stigma, disparities in access to mental health care, and the roles oppression and poverty play in mental illness in communities.

be prepared to provide a brief overview of your article to your small group followed by facilitating a critical discussion of the article. Students will have a total of 15 minutes to present the article and engage in discussion. You will need to generate three critical thinking questions to use during your discussion. As the discussion facilitator, consider the order of your questions, and how they might build off one another to engage your group members and facilitate a meaningful discussion.

As part of this assignment:

1) Send your selected article to (a) the instructor, and (2) each group member by 5pm of the day BEFORE your presentation/facilitation (2/26, 3/19, or 4/2) in the form of a scanned copy of the article, emailed text, or a link to downloadable article;

2) On the day of your facilitation, you will need to provide a hard copy of a two-page paper to your group members and the instructor that includes:
   --A reference for the article so students and the instructor can know where to find it
A brief but substantive summary of the article’s main points, as well as an explanation of why you selected this article.

Three critical thinking questions for use in facilitating small group discussion.

Note: A cover page, introduction and conclusion are not required for this one-page paper.

Students will be graded by the instructor on the quality of their article summary (thorough, concise, successfully capturing the article’s main points) and their critical questions (well-designed to facilitate critical conversation, get at the thought-provoking ideas presented in the article or their implications). Quality of writing will also be considered.

Grading Rubric for Assignment 2

<table>
<thead>
<tr>
<th></th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Substantive summary of the article’s main points: thorough, concise, successfully capturing the article’s main points. Thoughtful explanation for why you selected this article.</td>
<td>50%</td>
</tr>
<tr>
<td>Three discussion questions: thought provoking, good for eliciting critical discussion.</td>
<td>30%</td>
</tr>
<tr>
<td>Quality of writing (organization, coherence, grammar); Correct citation</td>
<td>20%</td>
</tr>
<tr>
<td>Total % out of 100%</td>
<td></td>
</tr>
<tr>
<td>Total points awarded out of 10</td>
<td></td>
</tr>
<tr>
<td>If article is not emailed to group plus instructor the eve before</td>
<td>-1 pt</td>
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</table>

Assignment #3: Identity and Cultural Considerations in Mental Health: Critical Thinking Paper

Due: April 3rd by 11:59pm
Value: 30 points
Length: 6-7 pages (does not include title page and reference page)

The purpose of this paper is to deepen learning and understanding of the ways in which culture and a person’s various identities impact their experience with and response to mental illness. It asks you to consider the roles oppression and discrimination play in accessing and receiving mental health care. The paper challenges you to (a) briefly summarize the insights gained from research about the experiences, motivations, beliefs, and/or concerns for a minority ethnic/cultural/presenting problem, and (b) consider the benefits of using a cultural formulation interview versus a traditional psychiatric interview.

This paper should be written as an academic paper with proper spelling, grammar and APA citations, reference list and formatting. You should include a minimum of 3 academic sources (research articles published in peer-reviewed academic journals or book chapters; you may use required or recommended class readings). You should begin the paper with an introduction and end with a conclusion. Grading will be based on evidence of thoughtful consideration of assigned course material, class discussion and on attention to grammar, spelling, organization, and clarity. This should be a polished and cohesive paper. In a cohesive essay, your discussion flows smoothly with transitions from idea to idea. You may want to use a couple of subheadings, but
do not use the assignment questions as headers. Papers should be submitted on the Canvas course site.

To prepare for assignment:

1. Research and locate 3 or more articles/book chapters discussing the issues related to treatment or help seeking or experiences with mental health services, experiences with alternative/culturally-specific forms of treatment, treatment outcomes, stigma or other barriers, perceptions of causes and meaning of mental illness (and other like topics) for ethnic/racial/cultural groups (including immigrant groups) in the U.S. You may focus on the Latinx community or other cultural/racial/ethnic groups. Please be sure that at least ONE of your research resources details a qualitative study that relied on in-depth interviews with cultural minorities who are asked about issues relevant for mental health treatment providers/treatment.

2. View or review the YouTube video with the role-play between Dr. Lewis-Fernandez and the Latina woman (Mrs. G) illustrating the cultural formulation interview.

Please follow the following guidelines for this assignment:

- Literature review:
  o In a short literature review (~2-3 pages), articulate briefly some of your research findings in relation to the challenges as well as strengths or sources of resilience noted in or about mental health for the cultural group(s) you researched. Articulate the importance of exploring mental health and illness using a cultural lens.
  o How might societal factors such as oppression, poverty, marginalization, privilege, and power influence the way racial/cultural/ethnic minorities covered in your literature review access support and receive mental health care and services?

- Case study: Mrs. G
  o Briefly write a client introduction and summarize the presenting problem. A recommended format for this is:
    o This client (or name) is a _____ year-old (relationship status) (race) (gender identity, sexual orientation) who currently resides (housing/type of residence, town) with (others in household).
    o Other info: any children and their ages; vocational status (unemployed, working full-time, student, etc.); legal status; religious or spiritual affiliation; other relevant information
    o Referral source and summary of the presenting problem
      Here is an example of what this might look like (not at all related to the client for this assignment):
      Mr. Jones is a 45-year-old never married Caucasian heterosexual cisgender male who currently resides in his own home with his dog, Sparky, and his adult daughter and her one-year-old son. He is the father of two adult children and is currently unemployed due to disability. He receives SSDI for his MS, which has left him unable to work and requires the use of a wheelchair. Prior to his illness, Mr. Jones worked as a computer technician. He reports no current or past legal history and identifies as a practicing Lutheran. Mr. Jones is referred by his PCP for a mental health assessment due to concerns of a depressed mood as evidenced
by increases in sleeping and eating, anhedonia and beliefs that his life is worthless. At the time of his primary care appointment, Mr. Jones was denying suicidal ideation. (Your discussion of the presenting problem will likely be more in-depth than this.)

- Based on her responses to questions, how did this client’s various identities impact her beliefs about and responses to her mental health concerns? Consider factors such as age, class, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, race, religion/spirituality (etc.), if they are relevant.

- Reflect on the use of the cultural formulation interview (CFI) with this client. Comment on how it was different and, perhaps, more effective than a traditional psychiatric interview? What questions from the cultural formulation interview did you find to be especially effective and relevant in talking with this person about their mental health concerns and why? Without the use of the cultural formulation interview, how might her presenting concerns have been misunderstood or misconstrued as a specific mental illness? If you have any critical comments about the use of the CFI in general or with Mrs. G, include those as well.

- Tie narrative back to your literature review before concluding. Articulate the themes most salient for those doing mental health work in cross-cultural settings.

**Grading Rubric for assignment 3**

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<tr>
<th>Grading Rubric for assignment 3</th>
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<tr>
<td>Literature review: Clear, and thoughtful summary of salient points for practice with cultural minority groups. This should include a critical reflection on the role of oppression, poverty, marginalization, privilege and power in accessing support and mental health care</td>
<td>25%</td>
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<tr>
<td>Case study: Introduction to the client and presenting problem</td>
<td>15%</td>
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<tr>
<td>Case study: Discussion of the possible impact of various identities and cultural influences on Mrs. G.’s beliefs about and responses to mental illness</td>
<td>20%</td>
</tr>
<tr>
<td>Case study: Clear discussion of how the cultural formulation interview was utilized in talking with this client about their mental illness and most relevant and effective questions</td>
<td>20%</td>
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<tr>
<td>Correct grammar, spelling and APA formatting; Correct citations, and reference list</td>
<td>10%</td>
</tr>
<tr>
<td>Overall writing, including an introduction and conclusion, and paper organization</td>
<td>10%</td>
</tr>
<tr>
<td>Total % out of 100%</td>
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<tr>
<td>Total points awarded out of 30:</td>
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</table>

**Final Exam**

**Date:** TBD

**Value:** 35 points
This exam will evaluate knowledge of some key concepts covered in the beginning of class as well as about the mental health diagnoses discussed in the course, with particular emphasis on the most common signs and symptoms with which all social workers should be familiar.

**Criteria for all written assignments**
Specific attention should be given to organization, paragraph and sentence structure, clarity and correct citation using APA format. Before turning in any assignment, consider if the following criteria are met:

1. Validity, relevance, support of main points, ability to consider other perspectives.
2. Sources, quotes, and paraphrases appropriately identified; clear connection to course ideas/readings. Own thinking comes through.
3. Organization, clarity, logical flow, completed as required.
4. Has an introduction and conclusion, unless otherwise stated.
5. Paragraphs should have topic sentences that reflect the content of the paragraph and should have a smooth flow from one paragraph to the next.
6. **Has depth**, includes critical evaluation, is integrative—looks at the whole.
7. Appropriate grammar, spelling, format, etc.

**Other notes about assignments:**

1. All written assignments are to be completed in Microsoft Word, without exception. The instructor will not review assignments submitted in another format.
2. Always include a cover sheet (not counted as one of the required pages) with the title of the paper, your name, the date turned into the instructor, course number, and course title (do not put this information on the first page of your paper).
3. Students must format assignments using **one-inch margins, double-spacing, and a Times New Roman 12-point font**.
5. Reference pages must be on a separate sheet from the paper (not counted as one of the required pages). When required to use references, you must use peer-reviewed journals. **Websites may be used but cannot be the only form of reference.** For example, if an assignment requires three references and two of the three references are websites, points will be deducted.
6. Papers should be placed in Canvas **by 11:59pm of the due date**. It is your responsibility to be sure your paper has been downloaded properly. I will adhere to the policy on late assignments if an assignment is not received in Canvas by the time it is due.

**VII. Course Policies**

**Classroom Climate:**
Classroom climate, or the way a classroom space feels to everyone in the room based on communication, norms, values and processes, impacts participation, motivation and learning. Meeting course objectives requires that the instructor and students actively work to create a learning environment that is respectful and safe so that ideas can be examined honestly, diverse viewpoints shared, and in-class activities approached with maximum curiosity and enthusiasm. Diversity in beliefs, ideas and lived experiences are highly valued here. Each student has knowledge and experience that will enhance the learning of their colleagues and each voice is important. Please honor the uniqueness of your fellow classmates and appreciate the
opportunity we have to learn from each other. Because the class will represent diverse individual beliefs, backgrounds, and experiences, it is imperative that every member of this class show respect for every other member of this class.

We will share the challenge of developing and upholding our community guidelines and responding to moments when we fail to abide by them. Students will be held accountable for what they are expressing verbally and nonverbally. Students are also expected to keep confidential all issues of a personal or professional nature discussed in class. If discussing clients, be sure to avoid using any identifying details.

**Student Wellness**
As a student you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, racism, feeling down, and/or loss of motivation. University Health Services (UHS) can help with these or other issues you may be experiencing. You can learn about the free, confidential mental health services available on campus by calling (608)265-5600 or visiting [www.uhs.wisc.edu](http://www.uhs.wisc.edu). Help is always available. See the pdf “UW-Madison Mental Health Resources” on Canvas for more information.

Other student support services and programs include:
- Multicultural Student Center [https://msc.wisc.edu/](https://msc.wisc.edu/)
- LGBT Campus Center [https://lgbt.wisc.edu/](https://lgbt.wisc.edu/)
- Dean of Students Office [https://www.students.wisc.edu/doso/](https://www.students.wisc.edu/doso/)

Below are resources for reporting and responding to incidences of bias and hate on campus.
- Report: [https://students.wisc.edu/doso/services/bias-reporting-process](https://students.wisc.edu/doso/services/bias-reporting-process)
- Bias Response and Advocacy Coordinator email: [reportbias@wisc.edu](mailto:reportbias@wisc.edu)
- UW-Madison Police Department: [uwpd.wisc.edu](http://uwpd.wisc.edu)
- Office of Equity and Diversity: [www.oed.wisc.edu](http://www.oed.wisc.edu/)

You may also report incidents in-person to the [Dean of Students Office](https://students.wisc.edu/doso), 70 Bascom Hall, during normal business hours. Reportable incidents include crimes such as vandalism or physical assault, as well as non-academic misconduct, slurs, and intimidation. Anyone who files a report will have the opportunity to meet with the Bias Response and Advocacy Coordinator, so that we can meet their needs and ensure their safety.

**Support for Survivors of Sexual Violence**
If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can. However, Chapter 36.11 (22), Wisconsin Statutes, requires “any person employed at [UW-Madison] who witnesses a sexual assault on campus or receives a report from a student enrolled in the institution that the student has been sexually assaulted shall report to the dean of students of the institution. The dean of students shall compile reports for the purpose of disseminating statistical information.” As a faculty member, I am therefore required to report to the dean of students. For further information about rights and resources: [http://uwpd.wisc.edu/content/uploads/2014/12/CSA-Resorces-Handout-Victim-RightsResources-2014-VAWA.Cler.pdf](http://uwpd.wisc.edu/content/uploads/2014/12/CSA-Resorces-Handout-Victim-RightsResources-2014-VAWA.Cler.pdf)
Out-of-Class Contact with Instructor
I encourage students to meet with me outside of class to discuss concerns, answer questions and provide comments and feedback. I am usually available to meet briefly right before class, during break and right after class ends. Rather than holding office hours, I prefer to meet with students by appointment. Please email me with a request to arrange a time to meet.

Electronics:
To minimize disruptions to class process all devices must be turned off during the class period unless the instructor gives instructions to utilize electronic devices for a class activity. If you have an urgent reason for leaving your phone on, please inform the instructor. If there is a medical or other serious need for these devices, please speak to the instructor before class.

PowerPoint slides:
I will be posting slides for the class weekly on Monday nights by 10pm.

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 by 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 mcburney@odos.wisc.edu; Phone at 608-263-2741; Text messaging at 608-225-7956; or by FAX at 608-265-2998, 711 (Via relay); 702 W. Johnson St., #2104, Madison, WI
I will work directly with you and in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. If you require accommodations to obtain equal access to this class or to any assignments, please contact me as soon as possible.

Attendance Policy: Students are expected to attend all scheduled classes and to arrive on time.
• Promptness
Prompt arrival to all classes is required. Repeated tardiness will impact your grade. If you are frequently late (more than twice), I will deduct points from your professional participation grade. I will consider a late arrival or early departure of more than 20 minutes an absence.
• Absence
If you must miss class, please inform me via email in advance. Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate (versus the instructor) any assignments, materials, and communications missed due to absence, late arrival, or early departure. Students who are absent three or more times in the semester will be required to schedule a meeting with the instructor to discuss their performance and continuation in the course. Three or more absences may lead to a student receiving a failing grade.
• Religious Holidays
I recognize students’ choices to observe religious holidays that occur during periods when classes are scheduled. Please bring the need to miss class for religious observance to my attention.

**Canvas**
All students are required to access Canvas for course content and assignments. If you have difficulty with Canvas, you should contact the DoIT helpdesk.

**Late Assignments**
Assignments are due on the date specified by 11:59pm. If you are not able to be in class the day a written assignment is due, you are still responsible for turning in your assignment on the due date. If a student a) communicates with the instructor at least 24 hours prior to the due date, b) provides the instructor with a reasonable justification for an extension, and c) they come to an agreement about a revised deadline, the assignment handed in by the new date will be considered ‘on time.’ Unapproved late assignments will be marked down 2 points for each day the assignment is late.

**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.

**Appealing a Grade**
Your goal for this and other courses should be to make the most of your learning experience, and not to simply “get an A.” Grade expectations should NOT be based on what you have received in other courses—this is never a legitimate argument for appealing a grade. If you have an issue with a grade that you receive in this course, please document the reasons for your appeal in writing via email to the instructor. Your reasons for your appeal should include a discussion of (1) the extent to which you responded to assignment objectives, (2) the quality of your writing (to include grammar and spelling, organization, flow and clarity), and (3) your ability to demonstrate depth and critical thinking. If there is something about an assignment that is unclear to you, it is your job to bring this to my attention in advance of the due date. Students wishing to appeal a grade must email me with the information requested no later than two weeks after the assignment has been returned to students.

**Grade Appeals/Grievance Policy**
The process for appeal a final grade is set forth in the School of Social Work’s Student Rights and Responsibilities Handbook.
http://socwork.wisc.edu/files/StudentRightsResponsibilities.pdf
Appendix A

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<tr>
<th>Competency and Description</th>
<th>Course Content relevant to Dimensions that Comprise the Competency*</th>
<th>Location in syllabus</th>
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<tr>
<td><strong>2.2.1 Demonstrate Ethical and Professional Behavior.</strong>&lt;br&gt;Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior.</td>
<td>Lecture, media, readings and discussion related to (K, V, C &amp; A):&lt;br&gt;• Social work values in mental health&lt;br&gt;• Mental Health Stigma&lt;br&gt;Assignment #1: Reflection Paper on Personal and Professional Beliefs, Values and Reactions Surrounding Mental Health (K, V, C &amp; A)</td>
<td>Week 1&lt;br&gt;Week 3&lt;br&gt;Page 17</td>
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<td><strong>2.1.2 Engage Diversity and Difference in Practice</strong>&lt;br&gt;Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</td>
<td>Lecture, media, readings, and discussion related to (K, V):&lt;br&gt;• Mental health stigma and its impact on help-seeking behaviors across diverse populations&lt;br&gt;• Cultural considerations in mental health assessment&lt;br&gt;• Gender and age disparities in the identification of ASD&lt;br&gt;• Racial and ethnic disparities in the diagnosis of schizophrenia&lt;br&gt;• Suicide risk among marginalized populations&lt;br&gt;• Historical trauma&lt;br&gt;• Racial and class disparities in America’s response to addiction&lt;br&gt;Assignment #1: Reflection Paper on Personal and Professional Beliefs, Values and Reactions Surrounding Mental Health (K, V, C &amp; A)&lt;br&gt;Assignment #3: Critical Thinking Paper: Identity and Cultural Considerations in Mental Health (K, S, V, C &amp; A)</td>
<td>Week 3 and 5&lt;br&gt;Week 5&lt;br&gt;Week 6&lt;br&gt;Week 7&lt;br&gt;Week 8&lt;br&gt;Week 12&lt;br&gt;Week 11&lt;br&gt;Week 13&lt;br&gt;Page 17&lt;br&gt;Page 20</td>
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<td><strong>2.1.3: Advance Human Rights and Social, Economic, and Environmental Justice</strong>&lt;br&gt;Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.</td>
<td>Lecture, media, readings, and discussion related to (K, V):&lt;br&gt;• The health and mental health care systems and access to care&lt;br&gt;• Mental health stigma and implications for increasing mental health care seeking&lt;br&gt;• The recovery movement&lt;br&gt;• Gender and age disparities in the diagnosis of ASD&lt;br&gt;• Racial disparities in the diagnosis of schizophrenia&lt;br&gt;• Racial and class disparities in America’s response to addiction</td>
<td>Week 1&lt;br&gt;Week 3&lt;br&gt;Week 3&lt;br&gt;Week 6&lt;br&gt;Week 7&lt;br&gt;Week 13</td>
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<td>2.1.6 Engage with Individuals, Families, Groups, Organizations and Communities</td>
<td>Lecture, media, readings, and discussion related to (S, C &amp; A):&lt;br&gt;• Social workers and psychopharmacotherapy&lt;br&gt;• The Cultural Formulation Interview</td>
<td>Week 4&lt;br&gt;Week 5</td>
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<td>Assignment #1: Reflection Paper on Personal and Professional Beliefs, Values and Reactions Surrounding Mental Health (K, V, C &amp; A)</td>
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<td>Assignment #2: Mental Health in the Media (K, S, C &amp; A)</td>
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<td>Assignment #3: Critical Thinking Paper: Identity and Cultural Considerations in Mental Health (K, S, V, C &amp; A)</td>
<td>Page 20</td>
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<td>2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities</td>
<td>Lecture, media, readings and discussion related to the assessment of (K, V, S, C &amp; A):&lt;br&gt;• Biospsychosocial and societal risk and protective factors in mental health&lt;br&gt;• Assessment and diagnosis in the social work profession&lt;br&gt;• Introduction to the DSM and its limitations&lt;br&gt;• Cultural considerations in mental health&lt;br&gt;• The cultural formulation interview&lt;br&gt;• Attention-Deficit/Hyperactivity Disorder&lt;br&gt;• Neurodevelopmental disorders across the lifespan: Autism spectrum disorder&lt;br&gt;• Disruptive, impulse control and conduct disorders: Oppositional Defiant Disorder and Conduct Disorder&lt;br&gt;• Schizophrenia spectrum and other psychotic disorders&lt;br&gt;• Depressive disorders&lt;br&gt;• Bipolar and related disorders&lt;br&gt;• Anxiety disorders&lt;br&gt;• Obsessive-Compulsive disorders&lt;br&gt;• Trauma and stressor-related disorders&lt;br&gt;• Substance-related and addictive disorders&lt;br&gt;• Personality disorders&lt;br&gt;• Neurocognitive disorders: Major Neurocognitive disorder (Dementia) and Alzheimer’s Disease</td>
<td>Week 2&lt;br&gt;Week 2&lt;br&gt;Week 2&lt;br&gt;Week 5&lt;br&gt;Week 4&lt;br&gt;Week 6&lt;br&gt;Week 6&lt;br&gt;Week 5&lt;br&gt;Week 7&lt;br&gt;Week 8&lt;br&gt;Week 9&lt;br&gt;Week 10&lt;br&gt;Week 10&lt;br&gt;Week 12&lt;br&gt;Week 13&lt;br&gt;Week 14&lt;br&gt;Week 15</td>
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<td>Assignment #2: Critical Thinking Paper: Identity and Cultural Considerations in Mental Health (K, S, V, C &amp; A)</td>
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<td>Final Exam (K)</td>
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