School of Social Work  
University of Wisconsin-Madison  
1350 University Avenue  
Madison, WI 53706  

SW 612-003: Psychopathology in Generalist Social Work Practice  
Spring 2018  

Instructor: Angela Willits, MSW, LCSW, Clinical Assistant Professor  
Class Time: Thursdays 3:30 – 5:25pm  
Location: Ingraham Hall, Room 122  
Credits: 2  
Instructional Mode: Face-to-Face  
Canvas Course URL: https://canvas.wisc.edu/courses/91750  

Office Location: Social Work Room 305  
Office Hours: By Appointment  
Phone: 608-262-4630  
Email: awillits@wisc.edu  

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  
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

Class 1 (1/25): 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 historical and current societal factors influence this?
- How will you encounter mental health needs in your social work career?
- 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:
1. Please read the entire syllabus prior to the start of class and come prepared with questions.

   ~ Chapter 1, pages 1-15

3. Mental Health 60 min (14:21)
   ~ [https://www.youtube.com/watch?v=tCfL9fW4bEg](https://www.youtube.com/watch?v=tCfL9fW4bEg)


**Class 2 (2/1): Mental Health Stigma and Its Impact on Help-Seeking Behaviors across Diverse Populations; Implications for Increasing Mental Health Care Seeking; Introduction to Mental Health Recovery**

**Discussion Questions:**
- 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?
- What local efforts in the Recovery Movement are you aware of in Dane County?

**Required Reading and Media:**


**Recommended Reading and Media:**


**Class 3 (2/8): Biopsychosocial and Societal Risk and Protective Factors in Mental Health; Assessment and Diagnosis in the Social Work Profession; Introduction to the DSM and its Limitations**

**Discussion Questions and Activity:**
- What are the implications of the current ideology that mental illnesses are medical disorders, meaning they are the result of an internal dysfunction? Are all mental health disorders brain disorders? How does social work’s ecological model contrast with this ideology?
- What are the benefits and risks in identifying risk factors?
- In-class Debate: Should DSM be the basis for teaching social work practice in mental health?
- Group Assignments for Mental Health in the Media Assignment

**Required Reading and Media:**
   - Chapters 1 and 2
4. What DSM-5 Means for Diagnosing Mental Health Patients (8:29) [https://www.youtube.com/watch?v=j67-uC8icNE](https://www.youtube.com/watch?v=j67-uC8icNE)
5. Williams, D. R. & Mohamme, S. A. (2009). Discrimination and racial disparities in health: evidence and needed research. *Journal of Behavioral Medicine*, 32(1), 20-***If you are unfamiliar with the literature on the link between discrimination and racial disparities in health (including mental health), this article provide a broad introduction.***

**Recommended Reading and Media:**


**Class 4 (2/15): Cultural Considerations in Mental Health Assessment; The Cultural Formulation Interview; Social Workers and Psychopharmacotherapy**

**Due by 11:59pm!! Assignment #2: Reflection Paper on Personal and Professional Beliefs, Values and Reactions Surrounding Mental Health**

**Discussion Questions and Activity:**

- What are your thoughts about the cultural formulation interview as an assessment tool after seeing it utilized in the demonstration video? How might we incorporate some of these questions into broader social work practice with individuals, families and groups?
- Following the role-play, Dr. Lewis-Fernandez mentions the “overculturalization and underculturalization” of understanding client distress. What is meant by each of these things?
- What are the main points Kia Bentley argues in her interview about psychopharmacotherapy and social workers? Do you agree with these points? How might you engage with clients around medications?

**Required Reading and Media:**

   - Pages 749 – 760

2. Demonstration of Cultural Formulation Interview (1:06:02)
   [https://www.youtube.com/watch?v=1qFrszJ6iP8](https://www.youtube.com/watch?v=1qFrszJ6iP8)

   ***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 8, pages 115-129


**Recommended Reading and Media:**


**Class 5 (2/22): Neurodevelopmental Disorders across the Lifespan: Autism Spectrum Disorder; Assessment Considerations; Racial and Ethnic Disparities in the Identification of ASD; Gender Dysphoria and the Pathologization of Diverse Gender Identities and Expressions**

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

**Discussion Questions and Activity:**
- What are your reactions to the Jacobs article? Were you aware of the co-occurrence between gender variance and autism spectrum disorder? In what ways is the gender binary problematic for people with ASD (among others)? BTW, I encourage you to check out Laura A Jacobs’ website: https://www.lauraajacobs.com/
- What are your reactions to the Szalavitz piece? What are the implications for these emerging findings?
- Students will spend some time in small groups discussing their thoughts about a gender dysphoria diagnosis. Do you see Gender Dysphoria as a valid, necessary and/or helpful diagnosis? Why or why not?

**Required Reading and Media:**
   - Chapter 3


   - Pages 451-460


Recommend Reading and Media:


Watch: Autistic Children of Color are seen as More Threatening http://urbanintellectuals.com/2016/07/04/watch-autistic-children-color-seen-threatening/


Class 6 (3/1): Anxiety Disorders across the Lifespan; Obsessive-Compulsive Disorders; Assessment Considerations

Discussion Questions and Activity:
- 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?
- What does your text identify as a concern regarding DSM-5’s expansion of former anxiety disorders into their own separate categories? What are your thoughts about this?

Mental Health in the Media #1
Required Reading and Media:
   • Chapter 8

2. OCD & Anxiety Disorders: Crash Course Psychology #29 (11:31) https://www.youtube.com/watch?v=aX7jnVXXG5o


Recommended Reading and Media:


OCD-Obssessive Compulsive Disorder https://www.youtube.com/watch?v=KOami82xKec

Class 7 (3/8):
Schizophrenia Spectrum and Other Psychotic Disorders across the Lifespan; Racial Disparities in the Diagnosis of Schizophrenia; Assessment Considerations

Discussion Questions and Activity:
• How were you impacted by the videos “A Look into Auditory Hallucinations” and “Exercise in Empathy”? 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? What historical factors must we consider? What role does structural racism play? How is this a social justice issue?
• Mental Health in the Media #2
Required Reading and Media:
1. A Look into Auditory Hallucinations (6:39)
   https://www.youtube.com/watch?v=uPkOyPZdKhg

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


   • Chapter 5


Class 8 (3/15): Depressive Disorders across the Lifespan; Suicide Risk among Marginalized Populations; Assessment Considerations

Discussion Questions and Activity:
• Your text acknowledges that many older adults view depression as a normal part of aging and offers a case example highlighting this. What are your beliefs about depression and aging and how are they informed by your culture and social identities?
• What are the alarming rates discussed in the Uchegbu article and the The Williams Institute report? How might we begin to understand these rates and what are the implications for your social work practice?
• The podcast interview with Mark Meier identifies risks for depression among social workers. In small groups, we will discuss your reactions to this podcast.

Required Reading:
   • Chapter 7


Recommended Reading and Media:


The Truth about Depression – BBC Full Documentary 2013

- https://www.youtube.com/watch?v=F5YubjEqbZ8

**Class 9 (3/22): Bipolar and Related Disorders; Assessment Considerations; Psychopharmacotherapy and Classes of Medications; Mental Health Recovery**

Guest Speaker Panel: Brannen Clark, MSW, APSW, Shannon Schaefer, MSW, LCSW and Yahara House Members

Discussion Questions:

- 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 given the severity of the
illness? What are the implications of labeling something a “severe and persistent mental illness” and who determines this?

- What are the five classes of medications discussed in the Bentley and Walsh chapter? What else do social workers need to know about psychopharmacotherapy to best serve our consumers?

**Required Reading and Media:**

   - Chapter 6


5. Treatments for bipolar disorder – Kay Redfield Jamison (2:52) https://www.youtube.com/watch?v=pAVU2aH_f7Q

**Recommended Reading and Media:**

My Struggle with Bipolar Disorder (15:31) https://www.youtube.com/watch?v=HKtOUNLnS88


**No class 3/29! Enjoy your spring break!**

**Class 10 (4/5): Attention-Deficit/Hyperactivity Disorder; Disruptive, Impulse Control and Conduct Disorders: Oppositional Defiant Disorder and Conduct Disorder; Assessment Considerations**

**Guest Lecturer:** Dr. Ken Hermann, Pediatric Psychiatrist

**Discussion Questions:**
• Prior to preparing for today’s topic, what were your beliefs about the causes of ADHD? Did the BBC documentary impact your beliefs in some way? If so, how?
• Children with ODD and CD are at increased risk for being labeled as delinquent or “bad”. In what ways do social workers have important and unique roles in helping these children?

Required Reading:
   • Chapters 4 and 10

2. Living with ADHD – BBC Documentary (48:58)  

Recommended Reading and Media:  
**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=THs1p7pM90c&list=PLzISXE49KCNjEUtZ0bOjEZCLzxyULayUY&index=17](https://www.youtube.com/watch?v=THs1p7pM90c&list=PLzISXE49KCNjEUtZ0bOjEZCLzxyULayUY&index=17)


**Class 11 (4/12): Trauma and Stressor-Related Disorders across the Lifespan; Historical Trauma; Assessment Considerations**  
***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:  
• Students will spend some time in small groups discussing their reactions to the media pieces assigned for this topic. Students will select their own groups.
• 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?
• The DSM does not include race-based trauma or historical trauma in is definition of a traumatic event. What contextual factors might influence how a trauma is defined, and what are the implications of this?

Required Reading and Media:  

2. Trauma, Brain and Relationship: Helping Children Heal (25:02) [https://www.youtube.com/watch?v=jYyEEMlMMb0](https://www.youtube.com/watch?v=jYyEEMlMMb0)

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


6. LGBTQ Youth: Voices of Trauma, Lives of Promise (2017, July). *NCTSN*. Retrieved from: [https://www.youtube.com/watch?v=aPV_UeMz0&t=217s](https://www.youtube.com/watch?v=aPV_UeMz0&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](https://www.youtube.com/watch?v=v8XaYdQfV3A)

Trauma and the Brain. (8:44) [https://www.youtube.com/watch?v=4-tcKYx24aA](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](https://www.youtube.com/watch?v=qDshQTbh5d4)


Class 12 (4/19): Substance-Related and Addictive Disorders across the Lifespan; Assessment Considerations; Racial and Class Disparities in America’s Response to Addiction

Guest Lecturer: Skye Tikkanen, MS, CSAC, LPC, ICS-IT

Due by 11:59pm!! Assignment #2: Critical Thinking Paper: Identity and Cultural Considerations in Mental Health

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?
• Why is there a link between prescription drug abuse and heroin? What is different about the dominant society’s current responses to heroin addiction compared to the heroin epidemic of the 1970s and 1980s? How is this a social justice issue?

Required Reading and Media:
   - 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](https://www.youtube.com/watch?v=PY9DcIMGxMs)

Recommended Reading and Media:

Frontline: The Meth Epidemic
Class 13 (4/26): Eating Disorders; Assessment Considerations

Guest Speaker: Lori Pulkrabek

Discussion Questions and Activity:
- The Weiss online article provides a feminist perspective on eating disorders. How might sexism and misogyny contribute to the development of an eating disorder, as well as the way loved ones, providers and the larger society react to eating disorders? What does this mean for us, as social workers?
- A popular notion among majority American culture is that eating disorder predominantly impact white, middle to upper class young women. What are the origins and risks of this mentality? How do the Gordon and Smart articles challenge us to reconsider this notion?
- Mental Health in the Media #3

Required Reading and Media:
   a. Chapter 9

Recommended Reading and Media:
Eating and Body Dysmorphic Disorders (10:11) Retrieved from https://www.youtube.com/watch?v=eMVyZ6Ax-74


Class 14 (5/3): Neurocognitive Disorders: Major Neurocognitive Disorder (Dementia); Alzheimer’s Disease; Assessment Considerations; Course Evaluations

Guest Lecturer: TBD

Required Reading and Media:
   a. Chapter 12

2. Dementia: A month in the life – BBC News (13:00)  
   [https://www.youtube.com/watch?v=zJObR8TqBIM](https://www.youtube.com/watch?v=zJObR8TqBIM)

3. Screening for Dementia 3: Patient Assessment (9:46)  
   [https://www.youtube.com/watch?v=_hRBPrfDQV1](https://www.youtube.com/watch?v=_hRBPrfDQV1)

Recommended Reading and Media:  

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

V. Text and Reading Materials  
**Required Text**  

**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](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:**  
Students’ final grade will be based on the following:

<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>Grade</td>
<td>Description</td>
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<td>-------</td>
<td>-------------------------------------------------</td>
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<tr>
<td>70-75</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Below expectations in most areas; not acceptable graduate work</td>
<td></td>
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<tr>
<td>64-69</td>
<td>D</td>
<td></td>
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<tr>
<td></td>
<td>Below expectations in all areas</td>
<td></td>
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<tr>
<td>&lt;64</td>
<td>F</td>
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<tr>
<td></td>
<td>Course failure</td>
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</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.

Grading criteria will be assigned in the following ways:

<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</td>
<td>20</td>
</tr>
<tr>
<td>Assignment #2</td>
<td>30</td>
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<tr>
<td>Assignment #3</td>
<td>10</td>
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<tr>
<td>Exam</td>
<td>35</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
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</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 15th by 11:59pm*

*Value:* 20 points

*Length:* 3-4 pages (does not include title page and reference page)

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, students are asked to organize their thoughts, reflections, questions and concerns in a brief, two to three-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 never 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. We are called to critically examine our beliefs and values in order to make new discoveries and continue to grow.

This paper 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 a 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, sophisticated and cohesive paper. In a cohesive essay your discussion flows smoothly with transitions from idea to idea and is well-edited. It is not acceptable to use the assignment questions as headers. Papers should be submitted on the Canvas course site.

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

- What are some of your personal beliefs about mental illness? Reflect on what has influenced and shaped these beliefs, including your intersecting identities. 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, social media news, etc.), family, friends, school, your most salient communities, etc.
- What are your affective and cognitive reactions when you encounter someone with mental illness in various spheres of your life, including professionally? You might consider family, friends and peers, co-workers, clients and strangers. What comes up for you? How do you feel and how does this influence the interaction (or lack thereof)?
As you move forward in your social work training, what can you do to address some of the beliefs and reactions you have described above, including the effects of stigma, on a micro and macro level?

Grading Rubric

Critical reflection on own beliefs, values, experiences and (4 points)

Critical reflection on the influence of stigma in your beliefs (3 points)

Critical reflection on affective and cognitive reactions when encountering people with mental illness (4 points)

Exploration of ways to address beliefs and reactions, including stigma (3 points)

Correct grammar, spelling and APA formatting (2 points)

Correct citations and reference list (2 points)

Overall writing, including an introduction and conclusion, paper organization and sophisticated integration of required material into a cohesive discussion (2 points)

Total Points Possible: 20

Total Points Awarded:

Assignment #2: Critical Thinking Paper: Identity and Cultural Considerations in Mental Health

Due: April 19th by 11:59pm
Value: 30
Length: 5-7 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 intersecting 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 also challenges you to briefly summarize the presenting problem for this client and consider the benefits of using a cultural formulation interview versus a traditional psychiatric interview. You are expected to integrate information from at least three of the course materials into a cohesive discussion.

This paper 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 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, sophisticated and cohesive paper. In a cohesive essay, your
discussion flows smoothly with transitions from idea to idea. It is not acceptable to use the assignment questions as headers. Papers should be submitted to the course site.

Using the YouTube video with the role-play between Dr. Lewis-Fernandez and the Latina woman illustrating the cultural formulation interview, students will write a brief paper responding to the following prompts:

- Briefly write a client introduction and summarize the presenting problem. A recommended format for this is:
  - 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).
  - Other info: any children and their ages; vocational status (unemployed, working FT, student, etc.); legal status; religious or spiritual affiliation; other relevant information
  - 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)

- Reflect on the use of the cultural formulation interview 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?

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

- How might societal factors such as oppression, poverty, marginalization, privilege, and power influence the way this person accesses support and receives mental health care and services?

**Grading Rubric**
Introduction to the client and presenting problem (7 points)

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 (7 points)

In-depth discussion of the impact of various identities on her beliefs about and responses to mental illness (6 points)

Critical reflection on the role of oppression, poverty, marginalization, privilege and power in accessing support and mental health care (5 points)

Correct grammar, spelling and APA formatting (1 point)

Correct citations, reference list and sophisticated integration of required material into a cohesive discussion (2 points)

Overall writing, including an introduction and conclusion, and paper organization (2 points)

Total Points Possible: 30

Total Points Awarded:

Assignment #3: Mental Health in the Media
Due: TBD by Sign-Up, Either 3/1, 3/8 or 4/26
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 media from the past month that discusses a mental health issue in the news. I highly recommend a major national news source - The New York Times, Washington Post, Chicago Tribune; NPR – versus a blog. 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. You will need to provide a hard copy of a two-page paper to your group members in class and an electronic version to the instructor that includes:

1) A reference for the article so students and the instructor can know where to find it (please include a hyperlink or attachment of the article in the electronic version for the instructor)
2) A brief summary of the article’s main points, as well as why you selected this article
3) Three critical thinking questions for use in facilitating small group discussion

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, gets at the thought-provoking concepts presented in the article). Quality of writing will also be considered.

Please submit the electronic version of your handout to the Canvas course site.

Final Exam
Date: TBD
Value: 35 points
This exam will evaluate knowledge of 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.

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 ideas can be examined honestly, diverse viewpoints shared, and in-class activities approached with maximum curiosity and enthusiasm. To learn, we must be open to the views of people different from ourselves. 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. 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. Because the class will represent diverse individual beliefs, backgrounds, and experiences, every member of this class must show respect for every other member of this class. We will share the challenges of upholding our community guidelines and responding to moments when we fail to abide by them. Students will be held accountable when respect and dignity and not upheld. Students are expected to keep confidential all issues of a personal or professional nature discussed in class.

I am firmly committed to diversity and equality in all areas of campus life and building an inclusive classroom space where everyone feels safe and welcome. I recognize that we all have
biases. Discrimination can be direct or indirect and take place at both institutional and personal levels. I believe that such discrimination is unacceptable, and I am committed to providing equality of opportunity for all by eliminating any discrimination, harassment, bullying, or victimization. I invite you to bring any concerns in this regard to my attention.

**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. 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
- UW-Madison Police Department: 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, 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.


**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. I am happy to meet students in the Social Work Library or the Wisconsin Institutes for Discovery coffee shop if this is a more comfortable and welcoming space for you.

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.

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 48 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 1 point for each day the assignment is late.

**Written 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.

**Criteria for 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.

**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.

**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.

**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](http://socwork.wisc.edu/files/StudentRightsResponsibilities.pdf)
## Appendix A

<table>
<thead>
<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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</table>
| **2.2.1 Demonstrate Ethical and Professional Behavior.**  
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. | Lecture, media, readings and discussion related to (K, V, C & A):  
- Social work values in mental health  
- Mental Health Stigma  
Assignment #1: Reflection Paper on Personal and Professional Beliefs, Values and Reactions Surrounding Mental Health (K, V, C & A) | Week 1  
Week 2  
Page 16 |
| **2.1.2 Engage Diversity and Difference in Practice**  
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. | Lecture, media, readings, and discussion related to (K, V):  
- Mental health stigma and its impact on help-seeking behaviors across diverse populations  
- Cultural considerations in mental health assessment  
- Racial and ethnic disparities in the identification of ASD  
- The pathologization of diverse gender identities  
- Racial disparities in the diagnosis of schizophrenia  
- Suicide risk among marginalized populations  
- Historical trauma  
- Racial and class disparities in America’s response to addiction  
Assignment #1: Reflection Paper on Personal and Professional Beliefs, Values and Reactions Surrounding Mental Health (K, V, C & A)  
Assignment #2: Critical Thinking Paper: Identity and Cultural Considerations in Mental Health (K, S, V, C & A) | Week 2  
Week 4  
Week 5  
Week 7  
Week 8  
Week 11  
Week 12  
Page 16  
Page 18 |
| **2.1.3 Advance Human Rights and Social, Economic, and Environmental Justice**  
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. | Lecture, media, readings, and discussion related to (K, V):  
- The health and mental health care systems and access to care  
- Mental health stigma and implications for increasing mental health care seeking  
- The recovery movement  
- Racial and class disparities in America’s response to addiction  
- Racial disparities in the diagnosis of schizophrenia | Week 1  
Week 2  
Week 2  
Week 12  
Week 7 |
| **2.1.6 Engage with Individuals, Families, Groups, Organizations and Communities** | Lecture, media, readings, and discussion related to (S, C & A): | |


Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies.

| Assignment #1: Reflection Paper on Personal and Professional Beliefs, Values and Reactions Surrounding Mental Health (K, V, C & A) | Week 4 |
| Assignment #2: Critical Thinking Paper: Identity and Cultural Considerations in Mental Health (K, S, V, C & A) | Page 16 |
| Assignment #3: Mental Health in the Media (K, S, C & A) | Page 18 |

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

| Lecture, media, readings and discussion related to the assessment of (K, V, S, C & A): |
| Week 3 |
| Week 4 |
| Week 5 |
| Week 6 |
| Week 7 |
| Week 8 |
| Week 9 |
| Week 10 |
| Week 11 |
| Week 12 |
| Week 13 |
| Week 14 |

- The Cultural Formulation Interview
- Social workers and psychopharmacotherapy
- Assignment #1: Reflection Paper on Personal and Professional Beliefs, Values and Reactions Surrounding Mental Health (K, V, C & A)
- Assignment #2: Critical Thinking Paper: Identity and Cultural Considerations in Mental Health (K, S, V, C & A)
- Assignment #3: Mental Health in the Media (K, S, C & A)