SW 8443 – ADVANCED PRACTICE IN MENTAL HEALTH
Spring 2009

Instructor: Lynn Bye, M.S.W., Ph.D.
Office: Bohannon 218
Phone: 218-726-8492
Email: lbye@d.umn.edu

Section 001
Tuesday, 1-3:50 p.m.
Classroom: DADB 16A

BULLETIN DESCRIPTION

SW 8443 - Advanced Practice in Mental Health (2.0 - 3.0 cr [max 3.0 cr]; Prereq-8441). Advanced skill development in direct practice social work assessment, intervention, and evaluation in relationship to mental health issues.

LEARNING OBJECTIVES
At the completion of the course, the student should be able to:

1. Apply knowledge of the diagnostic methods and clinical terminology of the DSM-including differentially assessing clients with DSM categorizations, and interpreting DSM diagnostic labels assigned by other professionals.
2. Integrate the principles of clinical assessment and intervention within the advanced generalist framework, emphasizing a multi-system/person-in-environment perspective and a focus on client self-determination.
3. Design and implement social work assessments and interventions in relationship to mental health issues that social workers most commonly encounter-- especially substance abuse, depression, borderline personality disorder, and ADHD.
4. Design and implement evaluations in relationship to mental health issues that social workers most commonly encounter.
5. Knowledgably and sensitively provide clinical services to traditionally disadvantaged groups, especially women, gay/lesbians, people of color, and American Indians.
6. Autonomously gather, critically evaluate, and skillfully apply specialized knowledge to address the unique needs of particular clients with mental health diagnoses.
7. Write empirically-based evaluations of clinical social work interventions.

FOUNDATION KNOWLEDGE
Overview of the Diagnostic and Statistical Manual of Mental Disorders-IV-TR, with particular focus on DSM-IV-TR disorders most commonly encountered by social workers as well as the intervention approaches proven most effective in addressing those disorders, all within a person-in-environment perspective.

APPLICATION
• Demonstrate ability to complete comprehensive bio-psycho-social assessments of clinical disorders, incorporating the principles of clinical evaluation.
• Demonstrate the ability to consciously apply intervention skills to practice situations through class discussion, role plays, class presentations, and written assignments.
• Demonstrate ability to complete empirically-based evaluations of clinical social work interventions.
• Demonstrate strength perspective and person-in-environment perspective to case situations.
• Demonstrate critical thinking concerning social work practice and the profession.
• Demonstrate the values, attitudes, and skills of culturally competent practice.
• Demonstrate ongoing efforts to evaluate the effectiveness of practice on all levels.
• Maintain conscious awareness of the paradigms and practice perspectives within which the individual social worker conducts his or her practice.

INTEGRATION
Identify interactions between social work practice on the micro level with mezzo and macro levels.
• Think about problems and issues in integrated ways.
• See connections between multiple concepts, theories, models, paradigms and perspectives.

PERSONAL DIMENSION
Understand your own unique approach (personal practice model) as it relates to other social workers and the profession.
• Take pride in your social work knowledge and skills and your uniqueness as a practitioner.
• Stay positive regardless of challenges, setbacks, and disappointments.

INTEREST/CARING
• Demonstrate a clear interest in social work practice and caring about social work clients.
• Demonstrate a professional curiosity about rapidly developing knowledge in social work practice.
• Demonstrate a deep curiosity about human behavior.
• Experience the satisfaction of learning.

LEARNING HOW TO LEARN
• Demonstrate familiarity with a number of major social work journals and books on theory & practice.
• Demonstrate the characteristics of an open learner.
• Demonstrate the valuing of continuous professional improvement.

COURSE ASSIGNMENTS
INTERDISCIPLINARY INTERVIEW
Every student in the course is expected to participate in an interdisciplinary interview during the semester. Each Friday afternoon from 1:00 to 4:00 p.m. (the exact time may vary slightly) students from the class will take turns participating in an interdisciplinary medical social work interview. Student only needs to be there for the hour she or he is scheduled. Two students will participate from 1:00-2:00 p.m., the next two students will participate from 2:00 to 3:00 p.m. and the last two students will participate from 3:00-4:00 p.m.

In these interviews you will demonstrate interpersonal relationship-building as well as interviewing and diagnostic skills. The interviews will take place at St. Scholastica in the Science building in room 3207. Each student will have four minutes to conduct the interview as part of an interdisciplinary team of nursing, medical and pharmacy students. You will assist the client in initial problem definition, role induction, and contract for your work together that may involve further assessment, intervention planning, intervention implementation, evaluation of outcomes and termination. Each student on the interdisciplinary team will interview a patient while the others watch behind a one-way mirror. You are allowed to build upon the information gathered by the other students in the interdisciplinary team. You need to either audio or videotape your interview and review it with Dr. Bye prior to writing a reflection on the interview.
After reviewing the tape with Dr. Bye you will write two-page assessment, pointing out techniques and strategies that were effective as well as those that were not effective. In your two-page reflection of your interview, evaluate how you demonstrated relationship-building skills, social work values, person-in-environment perspective, the strengths perspective, the solution-focused approach and the problem-solving method in the interview. The paper should also address how you emphasized a multi-system/person-in-environment perspective with a focus on client self-determination in the multi-disciplinary team discussion.

The written analysis of the interview is due within two weeks after you complete the interview.

Interdisciplinary Interview Suggestions for Social Work Students

In terms of the interviews it might be helpful to remember the following:

- Start by introducing yourself, giving your title, Social Worker, and explain what you do in this role (1) help patients obtain needed social support, (2) address any emotional or mental health needs, (3) make sure their questions are answered, (4) help them process feelings about medical conditions, and (5) help them connect with resources that may be of benefit to them.
- Find out their understanding of the condition/illness/disease, what it means to them and how it is affecting their sense of well-being and emotional health.
- See what needs they may have. You may want to explore with them the level of support available (emotionally and financially). You may also want to explore spiritual and cultural resources, how the current care fits with their cultural background, and if there is anything that can be done to help it fit better from their perspective.
- Listen for and affirm feelings and also identify and acknowledge strengths in the patient.
- How does she/he cope with the illness/what strategies does he/she use to cope with/adapt to their condition?

Resources from the literature for interdisciplinary interviews:


Evidence-based practice is becoming increasingly important for a number of reasons; the most basic one involves our professional obligation to clients to provide effective treatment for mental health problems. A second major reason is to meet the requirements for mental health funding from various sources on both case and program levels. The question raised relative to practice efficacy is: “To what extent are mental health services actually effective in resolving/reducing client problems?”

This assignment meets the requirement for a learning experience in data collection-evaluation in an advanced course. (If you need a review of single subject evaluation and analysis, a quick overview can be found at http://www.msu.edu/user/sw/ssd/issd01.htm. Another potentially helpful example is provided in a paper found at http://home.flash.net/~cooljazz/mssw/single_subject.htm.)

One approach to addressing this question on the case level (the basic level of this course) is through conducting single subject (system) studies. This approach involves obtaining a baseline of behavior prior to treatment and assessment of progress during treatment relative to the baseline.

You will write a case study, based on a client that you are currently working with (or an imaginary client that you create for purposes of this assignment), that utilizes DSM-IV diagnostic data collection criteria, and will include the diagnostic assessment form, and treatment plan. Any identifying information (name, age, occupation, place of employment, number of people in the family etc) from clients you are currently working with should be changed to protect the identity of the client. The case study should include the following:

1. A literature review regarding the assessment and evidence-based treatment of the diagnostic category that applies to your client (minimum of 6 sources, documented APA style).
2. Presentation of your client, including
   a. A brief narrative introducing your client;
   b. Diagnostic Assessment Form that utilizes DSM-IV-TR diagnosis;
   c. Progress notes for a minimum of three sessions;
   d. An empirically-based evaluation of your client’s progress (e.g. single-subject design), including graphic representation and analysis;
   e. Narrative discussion of your competence, why you chose the particular intervention or method, the effectiveness of the intervention and of the evaluation, an analysis of your competence, and a discussion of what you perceive as the need for further study in the identified diagnostic area.
3. Considerations for future learning based on your experience and consideration of how literature reviews and empirically-based evaluations can and will be used in your future work.

NOTE: Students who are taking this course for TWO credits rather than three may eliminate the literature review and step “d” (the empirically-based evaluation of the client’s progress via the single subject design). However, you must still include some method of evaluation and analysis of progress.

Note: Child welfare scholars are required to use child-welfare oriented cases for all major course assignments requiring case studies.
REPORT ON READING AND DISCUSSION FACILITATION

On a rotating basis throughout the semester, students in this course will present an overview, lasting approximately 45-60 minutes, of the reading and facilitate a discussion on the material covered in the chapter. Each week the class will start with these presentations/discussions. Students will be assigned dates when they are responsible for the presentation and facilitation of the discussion. This assignment will be graded according to the level of preparation and organization as well as the depth of the discussion stimulated.

When it is your turn to present an overview of the reading and to facilitate the discussion on one of the chapters, the following steps should be followed:

Guidelines:

• Hand out a written agenda, with activities, key concepts, and three well-crafted discussion questions.
• Provide a short verbal, comprehensive summary of the concepts and issues presented in the reading for that class period.
• Identify how you think the content in the reading contributes to your understanding of advanced practice in mental health.
• Present at least two different points of view on the concepts or issues.
• Explain the relationship between the concepts and issues involved in social work practice with diverse populations.
• Engage the class members in a meaningful discussion of the content in the reading with exercises and or questions focused on the material.

The following Discussant Evaluation Form will be used by students in the class as well as by the instructor to evaluate each of the presentations/discussion facilitation related to the course reading assignments.

DISCUSSANT EVALUATION

Date________________

Names of discussants:

________________________________________________________________________

Rate the discussants on a scale of 1, not done at all, to 10, done exceptionally well, on the following items:

• Provided a written agenda to members of the class that included discussion questions
• Reviewed the agenda with the class
• Provided a short, comprehensive summary of the concepts and issues presented in the reading for that class period (10-15 minutes)
• Identified how the content in the reading contributes to your understanding of advanced practice in mental health
• Presented at least two different points of view on the concepts or issues
• Explained the relationship between the concepts and issues and social work practice in rural communities with diverse populations
• Engaged the class members in a meaningful discussion of the content in the reading with exercises and or questions focused on the material

Research Paper

If you are contracting for a grade of “A” in this course you need to do an individual research paper and give a 30-minute individual presentation on your research paper. Your research paper and presentation should be on how poverty, racism, homophobia, sexism, or some other form of oppression affects the mental health of the particular group. You will be looking at epidemiological data for the group, types of mental illness (DSM-IV-TR diagnosis) disproportionately represented in the group, evidenced-based interventions generally found to be most effective for those forms of mental illness, levels of access to treatment, and forms of treatment most commonly received. Finally, based upon the research, if a member of one of the oppressed groups came to you with a serious mental illness how would you approach work with that individual. The paper should be 15 pages in length, reflect graduate quality writing skill and follow all the departmental guidelines for writing which can be found at: http://www.d.umn.edu/sw/WritingGuidelines.html. To receive a grade of “A” the paper must be excellent in form and content and professional in appearance (cover page and bibliography are not included in the 15 pages). Six or more references need to be from academic journals and books. If internet references are used, they need to be clearly documented as research-based and academic in nature.

Your paper should include the following:

• How a specific form of oppression affects the mental health of an oppressed group
• Epidemiological data on the types of mental illness disproportionately represented in the group
• Evidenced-based interventions most effective for at least one form of mental illness disproportionately represented in the group
• Levels of access to treatment
• Forms of treatment most commonly received
• How you would approach work with an individual with serious mental illness from a specific oppressed group
• Special skills pertaining to culturally competent social work practice with this group
• Relevant historical issues and the implications for mental health practice with this group

Presentation of Research Project

Again, if you are contracting for a grade of “A” you will need to present your research paper to the class. The purpose of this assignment is for you to share with the rest of the class what you have learned through your research of a particular population with respect to implications for social work practice with that population. The following needs to be included in your presentation, which should be approximately 30-minutes in length. You should distribute a handout to each student, as well as the instructor, that includes: an agenda, the main points of your presentation, a list of resources for
learning more about this group. All of the points listed above that must be included in your research paper should be included in your presentation. Presentations need to be of professional quality. This includes an introduction that captures the attention of the audience and presents an overview of what will be covered in the presentation. With a professional presentation the speaker rarely needs to read the material being reported and is familiar enough with the subject matter to only need to occasionally refer to his or her notes. Material presented should be strongly supported by reference to specific research cited in the professional literature. Videos and songs can be used but must not exceed 10 minutes of your presentation time. It is important to summarize your main points as you close your presentation. Two weeks prior to your presentation, you need to give the instructor and the other class members one research article related to your topic that will be part of the assigned reading for the day of your presentation.

Students who wish to make a presentation using a laptop computer and multimedia projector should plan to arrive early to class to set up their equipment and test it prior to the beginning of class. The classroom is equipped with a projector but not a laptop. Laptops are available for check-out through the department secretary.

**MSW PORTFOLIO**

The MSW curriculum requires a Master’s Project (a Portfolio, PPM, or research). The portfolio is a device to help you integrate learning across courses in the curriculum and to increase your depth of learning.

The portfolio is composed of selected assignments from your concentration year courses (called “learning products”) and brief written statements reflecting what you learned from these assignments in relation to the thirteen major learning objectives of the concentration year. You will work with a designated faculty member in developing your portfolio throughout your concentration year and then present your portfolio to two faculty members as a final step for graduating. There are also other aspects of the final oral exam which you can view in the MSW Student Handbook.

Check with the MSW program for the dates of the informational meeting. In the meantime you may want to check the following: [http://www.d.umn.edu/sw/portfolio/overview.htm](http://www.d.umn.edu/sw/portfolio/overview.htm) The Case Study/Evaluation (only for those who wrote paper required of the 3-credit students) in this course (SW 8443) is eligible to be used as a learning product.

**ACADEMIC INTEGRITY**

Academic dishonesty tarnishes UMD's reputation and discredits the accomplishments of students. UMD is committed to providing students every possible opportunity to grow in mind and spirit. This pledge can only be redeemed in an environment of trust, honesty, and fairness. As a result, academic dishonesty is regarded as a serious offense by all members of the academic community. In keeping with this ideal, this course will adhere to UMD's Student Academic Integrity Policy, which can be found at [www.d.umn.edu/assl/conduct/integrity](http://www.d.umn.edu/assl/conduct/integrity). This policy sanctions students engaging in academic dishonesty with penalties up to and including expulsion from the university for repeat offenders.

**POLICY ON INCOMPLETES**

Students wishing to take an incomplete for the course must submit a departmental incomplete form to the instructor for advance approval. Incompletes are discouraged, but if for some reason you are
unable to complete the course requirements, you must discuss this with the instructor. If you are requesting an incomplete for the course you need to be aware of the following:

- Students who do not fill out and have the instructor sign the “Request for Incomplete Form” will receive a grade that reflects credit or points lost for work not completed.
- All assignments for an incomplete must be completed by the end of the following semester.
- It is the student’s responsibility to keep track of what assignments have been completed and turned in for review.
- If the incomplete is not made up by that time (the end of the following semester) students will receive the grade they have earned up to that point in the class.
- It is the student’s responsibility to complete the form requesting an incomplete; it is the student’s responsibility to get the instructor’s signature on the form; and it is the student’s responsibility to give a copy of the signed form to Rita Ohman and to the instructor.
- The student should also keep a copy for his or her own records. If students do not fill out an incomplete form, obtain the instructor’s signature and get a copy to Rita Ohman and the instructor, that student will receive the grade earned thus far in the class.

The instructor is willing to read first drafts of papers and give feedback up to (but not after) five days before the due date. **Late papers are not accepted unless special arrangements have been made** in advance with the instructor. **Requests for an extension on papers must be submitted in writing at least five days before the assignment is due.**

**GROUND RULES FOR DISCUSSION**

Feedback is provided by both the instructor and other students. The class presentations and exercises encourage students to provide respectful and honest feedback to their classmates. Emphasis in our program is placed on the students being responsible for self-directed learning. Feedback on performance from all partners is valuable. Students with questions about their performance should make an appointment to discuss this with the instructor.

Not all students have been provided extensive exposure to clients with cultural diversity, gay and lesbian issues, racial groups, etc.; therefore, students are strongly encouraged to share multiple perspectives based on their experiences and backgrounds to enhance the learning of others.

Since this course includes a variety of topics that could raise controversy or conflict, the following ground rules for how we discuss sensitive topics are proposed. These ground rules are adapted from Lynn Weber Cannon's, "Fostering Positive Class, Race, and Gender Dynamics in the Classroom" which appeared in *Women's Studies Quarterly, 1990. 1&2, 130-132.*

We can assume that discrimination exists in many forms (e.g., sexism, racism, classism, ageism, homophobia, anti-Semitism, etc.). Any critical understanding of these various “isms” means that we need to recognize that we have been taught misinformation about our own group as well as about members of other groups. This is true for dominant (e.g., white, male, upper class, heterosexual, able-bodied, etc.) and oppressed (e.g., people of color, women, poor and working class, gay/lesbian/bisexual, disabled, Jewish, etc.) group members.

Based on these assumptions, let us agree that we cannot be blamed for misinformation we have learned, but we will be held accountable for repeating information after we have learned otherwise. People and groups are not to be blamed for their oppressed positions. Let us assume that people are
always doing the best they can. Let us actively pursue information about our own groups and those of
others. Let us share information about our own groups with other members of the class but never
demean, devalue, or in any other way put down people for their own experiences. We each have an
obligation to actively combat myths and stereotypes about our own groups so that we can break down
the walls which prohibit group cooperation and group gain. Let us create a safe environment for open
discussion.

**DISABILITIES**

My highest priority is for our classroom and course work to facilitate participation and exchange. I am
eager to make accommodations to guarantee to students with disabilities access to class sessions,
course materials, and the activities of the class. You are encouraged to contact the Access Center-
Disability Services to discuss and arrange reasonable accommodations (102 Kirby Center, tel. 726-
8217). In addition, please let me know as soon as possible if you have a disability for which
accommodations will be requested. Note that you are under no obligation to disclose the nature of your
disability to me or other faculty.

**CLASS PARTICIPATION/ROLE PLAYS**

You are expected to be actively involved in class participation in this course. Class participation is
defined by: 1) regular on-time attendance, 2) contributing to class discussion of reading assignments,
as well as general class discussions, and 3) active participation in role-plays or class activities. You are
expected to attend all scheduled class sessions, arriving on time, with excused absences granted only
for reasons of extenuating circumstances as determined by the instructor. Role-plays will be utilized
throughout the semester. You are expected to participate, with every effort made to protect your
privacy and confidentiality.

**WRITTEN WORK**

Written reports will be graded according to the following:

<table>
<thead>
<tr>
<th>Assignment/activity</th>
<th>Percent of grade</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depth and quality of the research</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Adequacy of bibliography and appropriate use of citations</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Discussion of implications of the information obtained</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Conceptual clarity of the thesis, body, and conclusion</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Organization of paper (heading, transitions, etc.)</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Grammar, spelling, sentence structure, and punctuation</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>APA format</td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>

**ATTENDANCE**

Weekly attendance is mandatory. If an emergency warrants an absence, please contact the instructor. More
than two absences will result in the lowering of your final grade by one-half letter grade for each additional
absence.

**COURSE REQUIREMENT WEIGHTINGS**

For a grade of “B” students must do all of the following at an above average level. Above average
is defined as high-quality graduate-level work.

<table>
<thead>
<tr>
<th>Assignment/activity</th>
<th>Percent of grade</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report on Reading and Facilitation of Discussion</td>
<td>25%</td>
<td>As assigned in discussant list</td>
</tr>
<tr>
<td>Case Study/evaluation</td>
<td>30%</td>
<td>April 14</td>
</tr>
<tr>
<td>Class attendance and role-play participation</td>
<td>30%</td>
<td>Ongoing throughout the semester</td>
</tr>
<tr>
<td>Interdisciplinary interview and written report</td>
<td>15%</td>
<td>Due 2 weeks after interview</td>
</tr>
</tbody>
</table>
For a grade of “A” students must complete all of the above work required for a “B” and also do a research paper and presentation of the research paper at an excellent level. Excellence is defined as flawless and professional.

Students who are taking the course for two credits and who would like to contract for a grade of “A” have a choice: they can either do the complete case assignment or they can do the research paper. However, if they are doing a portfolio for their Master’s Project then the case study would be the assignment that will help meet those requirements.

The following grading scale will be used for all assigned work and the final course grade:
- A = 3.6-4.0
- B = 3.0-3.5
- C = 2.0-2.9
- D = 1-1.9
- F = 0-.9

**TEXTBOOKS**

**REQUIRED**


Readings from other sources as assigned

**UNITS OF STUDY**

<table>
<thead>
<tr>
<th>1/20 Week 1</th>
<th>History, Causes, and Overview of Mental Disorders and The Biological Bases of Psychopathology</th>
</tr>
</thead>
</table>

| 1/27 Week 2 | Assessment, Evidence-Based Practice DSM-IV-TR and Diagnosis, Treatment Planning & Evaluation |
Speaker: Enrico Walsh, Existential Framework for Social Work Practice in Mental Health

Other resources:

**2/3 Week 3: Conducting the Diagnostic Interview**
Readings: Clinical Assessment Workbook, Chapter 1 & DSM-IV-TR – pages 37-50

Speaker: Troy Otterson, M.S.W.

**2/10 Week 4: Infant, Childhood, and Adolescent Disorders, Cognitive Disorders and Neurological Disorders Due to a Medical Condition**
Readings: Clinical Assessment Workbook, Chapters 2 & 3 & DSM-IV-TR – pages 51-81

Other resources:

**2/17 Week 5: Alcohol and Drug-Related Disorders**
Readings: Clinical Assessment Workbook, Chapter 4 & DSM-IV-TR – pages 105-152

Other resources:
**2/24 Week 6: Schizophrenia and Other Psychoses**

Readings: Clinical Assessment Workbook, Chapter 5 & DSM-IV-TR –pages 153-166

Other resources:

**3/3 Week 7: Disorders Related to Emotional State or Mood**

Readings: Clinical Assessment Workbook, Chapter 6 & DSM-IV-TR –pages 167-208

Video: Mood Disorders: Depressive Disorders. DVD 1648

Other resources:

**3/10 Week 8: Anxiety Disorders and Somatoform and Factitious Disorders**

Readings: Clinical Assessment Workbook, Chapters 7 & 8 & DSM-IV-TR –pages 209-228

Other resources:
### **3/24 Week 9:** Disorders of Dissociation and Sexual and Gender Identity Disorders

Readings: Clinical Assessment Workbook, Chapters 9 & 10 & DSM-IV-TR – pages 245-262

Other resources:

### **3/31 Week 10:** Eating Disorders

Readings: Clinical Assessment Workbook, Chapter 11 & DSM-IV-TR – pages 263-266

Other resources:


### **4/7 Week 11:** Sleep-Related Disorders and Impulse-Control Disorders Not Elsewhere Classified

Readings: Clinical Assessment Workbook, Chapters 12 & 13 & DSM-IV-TR – pages 267-279

Other resources:

### **4/14 Week 12:** Personality Disorders

Readings: Clinical Assessment Workbook, Chapter 14 & DSM-IV-TR – pages 287-298

****Single Subject Design Due

Other resources:
4/21 Week 13: Adjustment Disorders, Delirium, Dementia, Cognitive Disorders and V-Codes
Readings: Clinical Assessment Workbook, Chapter 15 & DSM-IV-TR –pages 281-286

Other resources:

4/28 Week 14: Student Presentations

5/5 Week 15: Student Presentation