S683 Community-based Practice in Mental Health and Addiction (3 credits)

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<th>Semester Year: 2010 Fall</th>
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I. Course Description

Students enrolled in this course examine a wide range of community-based services provided for people with severe mental illness and/or severe addiction problems. Special attention is given to strength-based, client-driven, and evidence-based practice models. Content includes community-based services in areas of case management, employment, housing, illness management, family, dual disorder treatment, and consumer self-help. Students also examine a variety of issues involved in the provision of community-based services such as ethical and legal issues, quality and continuity of care, cultural competency, organizational and financial factors, and other relevant policy and practice issues.

II. Course Objectives

Through active participation in the learning experiences and completion of the readings, assignments, and learning projects offered throughout this seminar, learners are expected to demonstrate the ability to:

1. Recognize the person “behind the illness” and demonstrate respect for the strengths and courage of persons and families affected by severe mental illness and addictions.

2. Apply person-in-environment, consumer-focused, and recovery-oriented perspectives to understand the diverse and complex issues involved in serving people affected by severe mental illness and addictions.

3. Apply social work values and ethics (e.g., confidentiality, consumer choice and self-determination), and relevant legal regulations within the context of community-based service to people affected by severe mental illness and addictions.

4. Critically analyze, synthesize, evaluate, and apply theoretical and empirical knowledge to community-based mental health and addictions services to persons affected by or at risk of severe mental illness and addictions, their families, and their communities.
5. Convey cultural competence in understanding human diversity, selecting and implementing effective community-based services without discrimination and with respect, knowledge, and skill related to consumers’ age, gender, class, ethnicity, culture, religion, and sexual orientation.

6. Apply advanced intervention and communication skills in a variety of social work roles such as case manager, resource developer, counselor, educator, advocate, and planner in service to persons affected by or at risk of severe mental illness and addictions.

7. Collaborate with clients in tracking progress and evaluating the effectiveness of services to and for persons affected by severe mental health and addictions issues.

8. Apply knowledge of state and federal mental health and addictions policies, laws, and administrative and fiscal practices in community based service to persons affected by severe mental illness and addictions.

III. Content Outline and Readings

Class meetings will consist of a combination of lectures and guest speakers. Guest speakers will share their knowledge, experience, research, and insight on issues related to severe mental illness and community-based services.

- Required readings: On Oncourse Reserve

Required Text: There is no required text for this class – I will use a series of professional articles to supplement lectures. PLEASE note – I may change readings to keep current with the field. (Also, an extensive Mental Health Bibliography is included on Resources).

Recommended Texts:


**Useful Websites:**
http://psychservices.psychiatryonline.org/
http://www.psych.iupui.edu/ACT/
http://www.bhrm.org/guidelines/mhguidelines.htm
http://www.nimh.nih.gov/

**Class Schedule:** Each section represents a Unit – I will keep class informed about where they should be in terms of scheduled reading.

1. **Introduction to course and review syllabus**
   **Understanding severe mental illness**

   **Readings**

**Recommended Readings**

2. **Topic: Principles of the Strengths Model/ Engagement/Treatment Alliance**

3. **Topic: Assessment**

**Readings**

4. **Topic: Case management/Assertive Community Treatment**

**Readings**

**Recommended Readings**


### 5. Topic: Working with families

**Readings**


**Recommended Readings**

6. **Topic: Medication**

**Readings**


**Recommended Readings**


7. **Topic: Vocational and educational programs**

**Readings**


**Recommended Readings:**


**8. Topic: Housing and residential services**

**Readings**


**Recommended Readings**


**9. Topic: Consumer empowerment and self-help**

**Readings**


10. **Topic: Dual disorder (severe mental illness and substance abuse)**

**Readings**


**Recommended Readings**

11. **Topic: Ethical issues and special considerations regarding gender, sexual orientation, and ethnic background**

**Readings**

12. **Topic: Understanding the context of services and future trends**

**Readings**
IV. Course Assignments and Grading

1. PRIMARY CONSUMER OR FAMILY FOCUSED PAPER (100 points)

For this paper (minimum approximately 8-10 pages) students will focus attention on the recipient of service. The paper can be as broad (issues impacting women) or as narrow (homeless veterans with depression) as the student chooses. The paper should detail the number of people impacted, the special issues they face, their experience facing illness and interfacing with the system of care, particular gaps in the service system, and promising interventions that seemed to be well tailored to deal with the issues their consumers face. It is also acceptable to focus on the families of the individual challenged by mental illness or addictions.

2. OPEN RESEARCH PAPER (100 points)

This research paper (minimum is generally around 12 pages) that focuses on a topic of interest to you related to some aspect of community mental health for people with severe mental illness. The paper should include a review of best practices from a bio-psycho-social framework. Issues to be covered include: medication, the types of services routinely offered including empirical support for such treatment, what support services should be offered, current policies that impact care, including fiscal policies, and a review of any model programs reported in the literature. This is a second year, upper division graduate course – and the paper should reflect this. You must demonstrate a command of the literature. Your paper cannot be on a topic selected for another course assignment. It would probably be wise to check with me on your topic. Because this is the second paper I expect more in this paper in nearly every area.

3. TWO TESTS – EACH WORTH 50 POINTS

V. Course Policies

1. ASSIGNMENTS

Course papers should be typed, double spaced, carefully edited and proofed, using no smaller than a 12 point font, and conforming to APA style. Please remember to include your mailbox number on the cover page of your papers. If you need to extend a deadline you must speak to me in advance of the due date and an agreement will be reached. Any paper more than a day late (except by prior agreement) will be marked down by 10%. No paper will be accepted if it is more than two weeks late.

2. ATTENDANCE & PARTICIPATION

Students are expected to attend and participate in all class sessions. Student’s accomplishment of course objectives is considered to be the mutual responsibility of
students and the course instructor. It is anticipated that class sessions will provide for the mutual exchange of ideas and experiences, the discussion of assigned readings, and experiential activities designed to facilitate skill development and integration of learning. Therefore, class attendance and active participation in class activities are required for the satisfactory completion of the course objectives. Grades for students missing more than 2 of the scheduled classes may be reduced one full letter grade. Late arrivals and early departures will also lead to course point deductions. If you miss five or more classes you will fail the course. If you are late 5 times you will suffer a 1 grade reduction.

3. AMERICANS WITH DISABILITIES ACT POLICY

In compliance with ADA guidelines students who have any condition, either permanent or temporary, which might impact their ability to perform in this class should inform the professor. Adaptations of teaching methods and class materials, including text, reading materials, and testing will be made to ensure equitable participation.

4. PROFESSIONALISM

Students are expected to conduct themselves in a professional manner. Professionalism includes respect for other students and the instructor. This is operationalized to include preparation for class, regular attendance, appropriate participation, active listening, and providing colleagues with appropriate feedback when requested. All cell phones and beepers are expected to be turned off or put on vibrate during class. Rude behavior and showing a lack of respect can result in a request for a performance review. Using laptops to shop or visit via email will result in them being banned from this section.

VI. Grading Criteria for IUSSW

In the Indiana University School of Social Work MSW program, grades of \( B \) are the expected norm. Reflecting competency and proficiency, grades of \( B \) reflect good or high quality work typical of graduate students in professional schools. Indeed, professors typically evaluate students’ work in such a way that \( B \) is the average grade. Grades in both the \( A \) and the \( C \) range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU MSW students. Because of this approach to grading, students who routinely earned \( A \) grades in their undergraduate studies may conclude that a \( B \) grade reflects a decrease in their academic performance. Such is not the case. Grades of \( B \) in the IU MSW program reflect the average, highly competent, proficient quality of our students. In a sense, a \( B \) grade in graduate school is analogous to an \( A \) grade in undergraduate studies. MSW students must work extremely hard to achieve a \( B \) grade. If you are fortunate enough receive a \( B \), prize it as evidence of the professional quality of your work.

Grades of \( A \) reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the “good,” “the high quality,” “the competent,” or the “satisfactory.” They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin.
Excellence is a rare phenomenon. As a result, relatively few MSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious graduate student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most MSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a graduate student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of MSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a graduate student and a future MSW-level professional. We anticipate that a small percentage of MSW students will earn unsatisfactory grades of C-, D, and F.

Grade minimums are as follows [Note: grades below C are Unsatisfactory in the MSW Program]:

- A 93% Excellent, Exceptional Quality
- A- 90% Superior Quality
- B+ 87% Very Good, Slightly Higher Quality
- B 83% Good, High Quality (expected of most MSW students)
- B- 80% Satisfactory Quality
- C+ 77% Marginal, Modestly Acceptable Quality
- C 73% Marginal, Minimally Acceptable Quality
- C- 70% Unsatisfactory Quality
- D+ 67% Unsatisfactory Quality
- D 63% Unsatisfactory Quality
- D- 60% Unsatisfactory Quality
- F <60% Unsatisfactory Quality

Effective practice of generalist social work requires excellent writing skills to communicate information accurately and concisely to others involved in helping client systems. For this reason, formal writing assignments in social work courses will be evaluated both for the content and ideas presented and for the clarity of that presentation. An A paper is one that is heavily researched and documented, finds experts to interview, etc., is well written, organized, and neatly presented. Direct quotes must be indicated by the use of quotation marks and a page number or paragraph numbers (commonly used when
quoting some web-based material) must be offered. If I find more than two direct quotes that do not include a page or paragraph number it is at minimum a 10% penalty.

A paper that received a B is also a very good paper. Unless you are a particularly gifted student it will be impossible for you to put forth a last minute effort and earn an A in this course. To be successful a student should strive to become an expert in this subject area – it means really covering the literature on a given subject. Therefore, chose an area of genuine interest – one that you feel some measure of passion about. The assigned grade reflects my judgment of the overall quality of your work, not the effort you extended in completing the assignment. The grade for papers in this course will be based on the following criteria:

I. Presentation and Appearance

   A. Clarity
   B. Neatness
   C. Correct grammar (noun-verb agreement, sentence structure, proper and consistent verb tense, etc.)
   D. Spelling
   E. Punctuation
   F. Use of professional literature
   G. Correct usage of APA style

II. Organization

   A. Conceptual level
   B. Relevance to Social Work
   C. Methodology
   D. Structure and format of the paper
   E. Logical sequencing and continuity of ideas
   F. Clarity of expression

VII. Course Policies

   In accordance with the Indiana University School of Social Work grading policy, social work majors must earn at least a "C" to pass this course.

   Academic dishonesty (including cheating on exams and plagiarism in papers) is not consistent with ethical conduct in social work practice and is unacceptable in social work classes. In cases of academic dishonesty, university guidelines will be followed. Any student caught cheating or plagiarizing (offering the work of someone else as one's own) will fail the course.

   To avoid plagiarism, credit sources whenever you use someone else's language or ideas. Such crediting must be detailed and specific. To simply include a work in your list of references is insufficient. Rather, you must specifically acknowledge a source sentence-by-sentence, as necessary. See the APA Manual (5th Ed.) for guidelines for in-text references.
1. WHAT STUDENTS CAN EXPECT

I will work hard to make this course informative and fun and to treat students with respect. I will be available to you during regular office hours and at other times that meet our mutual schedules. You can expect that course assignments will be returned to you no later than one week from the time you turned it in.

2. ACADEMIC MISCONDUCT

Academic dishonesty (including cheating on exams and plagiarism in papers) is not consistent with ethical conduct in social work practice and is unacceptable in social work classes. In cases of academic dishonesty, university guidelines will be followed (consult your university handbook for details). Academic misconduct includes but is not limited to the following: use of unauthorized information or assistance, plagiarizing, falsification, fabrication, or dishonesty in reporting research, and alteration of grades or University forms. Any student caught cheating or plagiarizing (offering the work of someone else’s as his or her own) will fail the course. Failure of a required social work course will result in automatic dismissal from the social work program. A student’s right to appeal such dismissal is outlined in material distributed at student orientation meetings.

3. COLLEGE INCOMPLETE POLICY

As stipulated in the University policy, “Incompletes (I)” are granted only when the student has satisfactorily completed at least three-quarters of the course requirements and then experiences a significant health problem or other personal difficulty that prevents the completion of the remaining coursework. A request for such a grade option must be discussed with the professor prior to the final class. A date for completion of the incomplete work will be negotiated between the professor and the student. University policies governing the circumstances under which an "I" grade are given and deadlines for conversion to a letter grade will be adhered to. Consult your student handbook for a detailed explanation.

4. EVALUATION OF COURSE

Consistent with School and University policy, at the end of the semester, students will have an opportunity to complete anonymous evaluations of the course and instructor. You are also invited to submit anonymous feedback at any time, or contact me personally during office hours or after class with suggestions and comments.