I. Rationale
SW 725 continues the emphasis on client-centered, clinical skill and knowledge development to mobilize, coordinate and link components of service delivery systems. This course builds on the competency-based, culturally resonant, comprehensive assessment process introduced in SW724 with the subsequent planning of appropriate, effective interventions in recovery planning developed in collaboration with consumers, their families, interdisciplinary providers and community Helpers. The recovery process may involve modifying conditions and removing barriers, which affect optimal functioning of individuals living with severe and persistent mental illness; seeking effective research-based and/or indigenous or culturally based interventions; and working collaboratively to monitor and evaluate mental health programs and systems.

Course content will focus on: Examining the impact of mental health policies on consumer services; current treatment knowledge about schizophrenia and other psychotic disorders; culturally resonant, evidence-based treatment theories and modalities; recovery planning; effective use of clinical supervision; and professional development.

II. Student Learning Outcomes & Practice Behaviors linked to Core Competencies:
Upon completion of this course students will be able to:

1. Analyze and discuss the current challenges of national behavioral-mental health policies. (EPAS: Critical Thinking 1.2; Policy 1.8)

2. Identify and evaluate several indigenous-based or culturally resonant, evidence-based or promising best-practice treatments and prevention strategies for individuals experiencing severe and chronic behavioral health problems. (EPAS: Research 1.6; Decolonize practice 1.11)

3. Identify, engage and evaluate community-based and culturally relevant recovery services for consumers (children and adults), which support recovery principles and the reintegration of consumers into communities. (EPAS: Research 1.6; Context 1.9; Engage 1.10; Decolonize practice 1.11)

4. Formulate and produce the capstone project (portfolio), demonstrating students’ engagement and application of behavioral mental health concentration curriculum (724-725). (EPAS: Professionalism 1.1; Critical Thinking 1.3; Engagement/Evaluation 1.10; Decolonize practice 1.11)
725 Graded Assignments – Measures of SLOs and Practice Behaviors

Competencies are measured and demonstrated by completion of:

1) Assignment 1: National behavioral-mental health policy (analysis paper & class discussion) (EPAS: Critical Thinking 1.2; Policy 1.8)

2) Assignment 2: Analysis treatment modalities: Evidence-based and promising culturally-based, and indigenous best-practices (Individual teaching module development, presentation and paper analysis) (EPAS: Critical Thinking 1.2; Decolonize practice 1.11)

3) Assignment 3: Research & analysis of community-based services available to consumers (Paper developed through community research and class discussion). (EPAS: Research 1.6; Context 1.9; Engage 1.10; Decolonize practice 1.11)

4) Final: Capstone Assignment: Portfolio demonstrating the student’s comprehensive knowledge and skill development in behavioral health practice (Portfolio presentation to colleagues and community). (EPAS: Professionalism 1.1; Critical Thinking 1.3; Engagement/Evaluation 1.10; Decolonize practice 1.11)

III. Values and Ethics:
The values and ethics of social work in mental health practice are a specific focus of this course, and integrated throughout SW724 and SW725. The basic values which guide this course are: 1) recognition of consumer strengths, 2) promotion of recovery principles and individual competence through empowerment, 3) enhancing the psychological sense of community, 4) advocating for improvement in mental health services & policies, and 5) supporting cultural diversity.

IV. Diversity
Throughout the course, students will have opportunities to critically analyze the appropriateness and effectiveness of western modes of assessment (e.g. DSM-IV) and treatment when applied to non-mainstream, ethnic minority populations. Various cultural conceptualizations of health/mental health/spiritual health will be examined along with traditional forms of healing. The strengths of cultural traditions in healing from Asian and Pacific Islander perspectives will be explored.

V. Promotion of Social & Economic Justice
This course examines the importance of social and economic justice for individuals with mental illness across gender, class, race and cultural differences. Without various forms of support that are sensitive to their particular needs, individuals with mental illness are unable to maintain optimal levels of functioning, and often find themselves discriminated against. Utilizing an ecological perspective, students examine how existing policies within various systems may
prevent individuals with mental illness from obtaining needed services and reintegrating into society. Strategies to initiate change toward the goal of social justice in systems, policies and intervention methods are developed during the interactive class process.

VI. Populations-at-risk
Vulnerable populations such as women, children, minorities, gays and lesbians, the elderly and others are at risk for stress related mental health and health problems. In this course, we will examine factors which contribute to mental illness in high-risk populations. Emphasis is placed on developing proactive interventions such as psychoeducation, and a strong commitment to consumer empowerment and advocacy.

VII. Research-based Content
The use of empirical research to inform practice is emphasized throughout the course. For example, students will review the most recent research in treatment for various diagnostic categories, examine the efficacy of treatments, and determine, along with the consumer, appropriateness of treatments.

VIII. Course Methods & Content

Instructional Methods
A variety of methods will facilitate reciprocal teaching and learning. These will include the learning circle, seminar-format discussions, in-class skills development exercises, presentations by practicing professionals to stimulate critical discussion, and assignments that develop critical thinking and clinical skills in the areas of assessment, policy analysis, research informed practice, and evaluation. Each student will have the opportunity to lead discussions, formulate questions and critique the readings. Study of clinical cases will utilize problem-based learning strategies to promote active learning.

Students with Disabilities
Academic access services to students with disabilities are available through the campus Kokua Program (956-7511, 956-7612) located in the Student Services Center room 013. Students with disabilities who need testing or class accommodation should contact the Kokua Program. Disclosure of disability and related need is voluntary.

Basic Expectations for this Course:
The expectation that both the instructor and students are committed to learning processes that engage us in an ongoing quest for knowledge, challenge our assumptions and improve our human relational skills, is central to this course. Part of this commitment requires that we be mindful of the following expectations:

♦ Completion of reading assignments prior to each class.
♦ Be prepared to:
  o Take a leadership role in discussions and support the participation of colleagues
  o Work in groups as a team member
  o Discuss your reasoning using critical thinking elements
  o Develop clear, accurate writing skills that reflect relevance, depth & breadth.
♦ All assignments should be submitted on the due date. Late assignments will be automatically lowered by 10 points and 5 points for each day after the first day.
♦ Attendance of all classes is required. More than 3 absences will constitute a zero for attendance and participation. Attending only half of a class will constitute half and absence. Please call if you are ill or have an emergency that prevents you from attending class. You are responsible for securing missed class materials from colleagues.

IX. Required Texts

Required Course Resources continued from SW724


Reader articles are located under RESOURCES in Laulima.

X. Course Content

Course content, readings and assignments are described in this section. The order of presentation may not always be sequential, & the time allotted for subject areas may be adjusted based on the needs of students as a whole.


Session 1, January 15, 2014 – Course Orientation, History of Community Mental Health

♦ Overview: SW725 content, assignments
♦ Review: Course objectives; Capstone Portfolio Assignment
♦ Review: Expectations of shared responsibility for learning
♦ Overview: History of mental health services and the community mental health movement in the US
♦ How has de jure and de facto mental health policy affected services to mental health service consumers?

Present National Policies: The President’s New Freedom Commission Report

♦ What major changes does The President’s New Freedom Commission Report expect in services to consumers?

Required Reading:
♦ President’s New Freedom Commission on Mental Health - [http://www.mentalhealthcommission.gov/](http://www.mentalhealthcommission.gov/)
Assignment/Class Activity:

- Back Wards to Back Streets: Deinstitutionalization of Mental Patients. 1986. 55 min. #9644; first 30 minutes viewed with focus questions

Session 2, January 22, 2014 – Mental Health Laws (including forensic), Policies and Services in Hawaii

- What are the expectations of: Mental Health Parity; Individuals with Disabilities Education Act; Olmstead Act
- What are the major mental health laws in Hawai`i?
- Forensics and mental illness: What is Hawaii State law regarding sanity?

Required Reading:

- Individuals with Disabilities Education Act website http://idea.ed.gov/ (explore the website)
- Olmstead Decision http://www.freedomclearinghouse.org/know/olmstead.htm (read for Olmstead decision and explore the website)

Assignment/Class Activity:

- Back Wards to Back Streets, view second half
- Fishbowl discussion: To aid in writing the Mental health policy & recovery paper

Session 3, January 29, 2014 - Present: Policies and Services in Hawaii

- What are the major foci of the Statewide Comprehensive Integrated Service Plan?
- What is happening in the system today?

Required Reading:

- What are Hawaii State’s priorities see http://www.amhd.org/Plans/StrategicPlanning/

Assignment/Class Activity:

- Speaker on current situation in the State

Severe and Persistent Mental Illness: Recovery; Understanding Schizophrenia Spectrum and other Psychotic Disorders; Treatment: Sessions 4, 5, 6 & 7

Session 4, February 5, 2014 – Future: Recovery; Lived Experience Perspectives

- What is recovery practice?
- What is consumer-driven and family-driven recovery? Advanced directives?
- How do families of consumers want to be worked with?

Required reading:

- Reader: Recovery Section - Jackson; Anthony; Onken et al; Davidson et al; Gagne et al; Scheyett et al; Deegan; Schauer et al; Swarbrick
Assignment/Class Activity:
- Consumer Panel Discussion

Sessions 5, February 12, 2014–DSM-5 Psychotic Disorders I: Definition, Types, Theories & Research
- Overview of: Schizotypal (Personality), Delusional, Brief Psychotic, Schizophreniform, Schizophrenia, and Schizoaffective disorders
- Culture and psychosis
- Current research: national & international
- History of medication use; current medications; medication management

Required reading:
- DSM-IV-TR: section on Schizophrenia & other psychotic disorders
- Hawaii Revised Statutes 704: Fitness to Proceed and Penal Responsibility
  www.psychlaws.org/LegalResources/StateLaws/HawaiiStatute.htm

Assignment/Class Activity:
- Review of APA video of Psychotic Disorders with focus questions

Session 6, February 19, 2014–Psychotic Disorders II: Current Treatment Approaches, Theories & Research
- Western psychiatric treatments; Family Psychoeducation
- What are these programs: Life skills; Club House; Program for Assertive Community Treatment (PACT/ACT)
- Psychosocial rehabilitation PSR
- Dual Diagnosis issues
- What is the process of risk assessment? Suicide and violence risk assessment
- Motivational interviewing: Continuing to roll with resistance
- Moving toward change talk in motivational interviewing

Required reading:

Assignment/Class Activity:
- Motivational Interviewing practice

Session 7, February 26, 2014 – Working with Diversity – Special Populations
- Cultural factors in assessment and treatment; Client-centered treatment
- Multicultural/cross-cultural practice concepts
- Services to special populations
- What are the major difficulties special populations face in receiving mental health services?

Required reading:
Reader: Friesen; Ida; Bae & Kung; Rezentes; Dinges & Cherry; Koss-Chioino; Brave Heart

Assignment/Class Activity:
- Case Example: Cultural Adaptation of EBP
- Discussion of readings

THERAPEUTIC INTERVENTION MODELS: Sessions 8, 9, 10, 11, 12

Session 8, March 5, 2014 – Cultural and Indigenous Health Perspectives
- Cultural conceptualizations of health
- Alternative paradigms in mental health care
- Treatment vs. healing

Required reading

Assignment/Class Activity:
- Field trip to World Medicine

Session 9, March 12, 19, 2014 – Treatment Modalities
- Student Presentations of Treatment Modalities
- Appropriate uses and strategies
- Essences and issues
- Applications and strategies

SPRING BREAK March 24-28, 2014

Session 11, April 2, 2014 – Traditional – Complementary Healing Paradigms
- Student Presentations of Treatment Modalities
- Appropriate uses and strategies
- Essences and issues
- Applications and strategies

Session 12, April 9, 2014 – Social Justice; Termination; Participant observation of community support groups
- Oppression and racism in mental health
- Termination – Starting the Discussion
- Critical issues in support groups
- How are consumer-guided support groups different?
♦ How does readiness play a part in benefits and gains from support groups?

Required reading:
♦ Reader: Rollock & Gordon; Turner & Kramer; Rieker & Jankowski; Costello, et al.

Assignment/Class Activity:
♦ Field Research Discussion

Private vs. Public Practice; Practice Supervision; Self-Care: Session 13, 14

Session 13 & 14, April 16, 23, 2014 – Supervision and Self-Care; Private vs. Public Practice
♦ Clinical supervision & ways to utilize it
♦ Becoming a supervisor
♦ Preventing burnout
♦ What it takes to be in private practice and public practice
♦ Financing mental health services
♦ Termination – Starting the Discussion

Required reading:

Capstone Portfolio Presentations: Sessions 15, 16

April 30 & May 7, 2014
♦ Portfolio Presentations

CAPSTONE PORTFOLIO: Due to instructor-May 7, 2014

XI. Course Assignments & Method of Evaluation

Knowledge, skills and practice development opportunities include: Analysis and discussion of content areas, assignments, field research, problem-based learning, and capstone assignment.

Papers and Presentations will be evaluated based on the following criteria:
♦ Whether the objectives of the assignment are met
Logic, clarity, relevance, accuracy, depth & breadth of reasoning and content, i.e. how thoroughly you have presented, developed and substantiated the main ideas of your paper and used references, research and bibliographic resources.

Writing cohesiveness, organization, & grammar, i.e. sentence & paragraph structuring, spelling, editing, understandability, and use of APA format when applicable.

University & SSW Policies

Grading and plagiarism rules, reasonable accommodations and other university and/or SSW policies will be followed. Please refer to your MSW program manual and the University of Hawaiʻi catalog for details.

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<tr>
<th>Required Assignments</th>
<th>Percent of final grade</th>
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<tr>
<td>Mental Health Policy &amp; Consumer Recovery</td>
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<tr>
<td>Treatment Modalities</td>
<td>20%</td>
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<tr>
<td>Field Research Paper</td>
<td>25%</td>
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<tr>
<td>Capstone Portfolio &amp; Presentation</td>
<td>25%</td>
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<tr>
<td>Attendance &amp; Participation</td>
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Final Grade

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XI. Methods of Evaluation of the Course and of the Instructor

Plan for Course Evaluation

Course content and the learning process will be evaluated through use of a short evaluation instrument during the semester and with the university faculty evaluation form on the last day of class. Students are strongly encouraged to express their opinions and suggestions regarding course issues in class discussion periods, and to contact the instructor should questions, problems or special needs occur.
Instructions for Course Assignments

ASSIGNMENT 1
Mental Health Policy & Consumer Recovery

Utilize the assigned readings on deinstitutionalization, the community mental health movement, the New Freedom Commission Report, class discussions and outside sources to answer the following questions:

1. What factors contributed to deinstitutionalization of individuals with severe and persistent mental illness? How did deinstitutionalization impact consumers and communities?

2. In contrast to the community mental health movement, how does the New Freedom Commission Report intend to transform the mental health service system?

3. How is the State of Hawai`i attempting to meet the goals of the New Freedom Commission’s report?

4. What are your impressions of the State of Hawai`i’s mental health transformation process?

Cite sources. 3-5 pages, double spaced, APA format

ASSIGNMENT 2: Understanding Treatment Modalities

The effectiveness of treatment practices depend on many factors. Research and indigenous/local cultural knowledge contribute to our understanding of best practices. This assignment is an opportunity to learn more about mental treatment modalities and the evidence which supports their use.

Learning objectives:
♦ To better understand the strengths and limitations of various treatment practices,
♦ To locate culturally relevant, evidence-based, best treatment practices for individuals experiencing severe and chronic behavioral health problems.
♦ To apply research and theory to practice.

Two-Parts for Assignment 2

Part 1: Develop a paper based on researching the literature and other relevant sources of a current behavioral health treatment modality. Select the treatment modality from the list below or other promising best-treatment practices. (8-10page maximum) (There will be a sign-up sheet to prevent duplication).

Possible treatment modalities:
♦ Cognitive and behavioral therapies (select a specific type)
The intervention paper will describe and discuss:
1. History & Theory: When, where, by whom and for what purpose was it developed?
2. Intervention Process: Specifically, what does the treatment involve? E.g. required training to conduct the treatment, duration of treatment for optimal efficacy, and what the treatment consists of.
3. Application: How and with whom it is most often used.
4. Evidence: The research, evidence, or evaluation process.
5. Examples: An example/s of how you were exposed to this and/or where the intervention is currently being used.
6. Analysis: Your impressions or experience regarding effectiveness (if currently a promising practice, under what circumstances is it found to be effective?).

Part 2: Design a 15 minute presentation of the intervention and lead a learning circle discussion with colleagues.

ASSIGNMENT 3

FIELD RESEARCH: CONSUMER SUPPORT OR FAMILY SUPPORT GROUP EXPERIENCE PAPER

OBJECTIVES:
1. To experience and explore consumer/family perspectives of mental illness, services issues and policy issues.
2. To develop knowledge regarding the support network available to consumers/families.
3. To experience consumers within a recovery-oriented service system.
4. To explore any gaps in services and policies for individuals in need of mental health services.

PROCEEDURES:
Attend and participate in:
1) A consumer or family support group at least two times, AND
2) A consumer-driven activity (e.g. “Fourth Friday”, Bridges) at least one time, OR service-related activity (e.g. at Clubhouse) OR systems-related activity (e.g. Chief’s Roundtable, State Mental Health Council meeting) at least one time.

<table>
<thead>
<tr>
<th>Mandatory</th>
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<tr>
<td>Consumer/Family Support Group (2x)*</td>
<td>Consumer-driven activity*</td>
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<td></td>
<td>Service-related activity**</td>
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* For support groups and consumer-driven activities, select from the list in United Self Help’s newsletter. Make the necessary arrangements to attend by calling the number listed. Observe and participate as appropriate.

Your written report should include:

- A summary of salient literature regarding the strengths and limitations of support and self-help groups for consumers and their families;
- Discussion regarding how recovery principles are being addressed or not addressed at these venues; and
- Discussion about your observations and learning (include the following):

1. **Support Group or Activities Group:**
   - Name of the group; their purpose or mission; who do they intend to serve and how?
   - What does the research or evaluation literature tell us about this type of group?
   - **How did the particular support groups you attended function** (structured, unstructured)? Is this an educational group, therapy, psychoeducation, etc.? Does it have an assigned leader? How much ownership do consumers/family members have of the group?
   - Describe a typical group session: How did the discussion proceed? What topics came up? What are your impressions of the group and its process? What were the process patterns you noticed in attending the sessions?
   - From your observations, how did the consumer/family benefit from the group? Did you notice recovery principles in action?
   - **Personal reactions:** How comfortable or uncomfortable were you during the sessions? What stood out for you? What questions came up for you, and how did you get your questions answered? Did you benefit from the group? How?

2. **Service-related/systems-related activity:**
   - Name of the groups; their purpose or mission; who do they intend to serve?
   - What does the research or evaluation literature tell us about these types of group?
   - What, if any, were some of the differences in the way consumers were treated as users of services vs. as citizens?
   - Describe your personal reactions. After attending these groups, what implications do you see in the areas of practice and policy?
3. **Activities Group:**
   - Name of the groups; their purpose or mission; who do they intend to serve?
   - What does the literature tell us about this type of group?
   - How is this type of group similar or different from the support group?
   - Describe the leadership functions: Assigned, shared, “natural”, etc.
   - Describe your personal reactions.
   - After attending these groups, what implications do you see in the areas of practice and policy?

Maximum 5-8 pages, double spaced, APA format, observe confidentiality of consumers/clients, use subheadings and apply the paper evaluation criteria described in the syllabus. Cite references.

**CAPSTONE FINAL ASSIGNMENT DUE ON THE LAST DAY OF CLASS**

**XII. Additional Resources**

**Useful References:**


**Video Resources at Wong Audiovisual**

- Back wards to back streets: Deinstitutionalization of mental patients. 1986. 55 min. #9644
Broken Minds, 1993, 58 min. #12456
Schizophrenias #6384
A Place for madness 57 min. Videotape # 10996
The Brain: Madness, 60 min. #417
Who’s going to pay for these donuts anyway? (58 min.) #8289
Living with mental illness, 1991, (60 min.) #5818
Psychotic Disorders, New diagnostic issues, DSM-IV (60 min.) #14744
Anxiety Disorders, DSM-IV (30 min.) #14743
Mood Disorders, DSM-IV (30 min.) #14742
Personality disorders, #6380
Understanding Borderline Personality Disorder, 32 min. #13182
Treating Borderline Personality Disorder, 35 min. #13277

Additional Reading Resources


