

Social Work 654
Social Work Practice with People with Severe Mental Illness

Instructor: Dr. Micki Gress

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Office Hours: TBA

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Location: SWC 118

Time: TH 11-11:50

I. Course Description and Overview

This course is a seminar for students in the sub-concentration, Work with Seriously and Persistently Mentally Ill. This seminar is designed as a small group educational experience that encourages students to develop a strengths based practice foundation and to examine both the definition and meaning of recovery, from clients' and workers' perspectives.

Students will have opportunities for interaction, discussion, observation, and case presentations. A history of mental health services and their impact on public mental health will be reviewed. Traditional psychotherapy and wellness based recovery models will be examined. Students will be encouraged to redefine their constructs of client and therapist in the creation of a treatment model that is recovery focused, empowering the consumer to define his/her own needs, treatment goals and treatment plan.

II. Course Objectives

Upon completion of this course students will:

1. Demonstrate an understanding of the meanings and value of recovery to consumers and to professionals.
2. Demonstrate a knowledge of the history of treatment of persons with mental illness from asylums to assertive community treatment.
3. Develop and demonstrate an understanding of illness and wellness from the consumers' perspectives.
4. Demonstrate the ability to engage with clients/consumers in a strengths based assessment and treatment model.
5. Demonstrate the ability to critically analyze traditional and strengths based approaches to work with mentally ill consumers.
6. Demonstrate an understanding of the range on interventions/treatments available and necessary to recovery.
7. Demonstrate an understanding of stigma, as it impacts persons with mental illness.
8. Examine spirituality and its impact in recovery.
9. Explore self-help groups and their role in recovery.

10. Demonstrate an understanding of empowerment in the recovery process.
11. Identify issues particular to older adults with mental illness, and to their recovery process.
12. Examine the impact of racism, poverty, sexism, ageism, and cultural differences on the definitions and treatment of mental illness.

III. Course Format

This seminar will combine lecture, class discussion, video observation, written exercises, and oral presentations in meeting these course objectives. Students are expected to actively participate in class discussion, class presentations and to complete all readings and assignments.

IV. Evaluation and Grading

1. Students will receive a grade of credit or no credit for this one unit seminar. All students are expected to regularly attend class and to be on time. Students must receive 75 out of 100 possible points to receive credit for this course.
2. Grades will be based on the following:
 - a. In Class
 - i. In-Class Strength Based Assessment Exercise 10 points
 - ii. Discussion Questions 30 points
 - iii. Class Participation 10 points
 - b. Written and In Class Presentations
 - i. Getting to Know the Consumer 20 points
 - ii. Strength Based Assessment of Client 30 points

V. Attendance Policy

Students are expected to attend every class and to remain in class for the duration of the session. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by telephone or email of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class, without penalty, for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

VI. Course Expectations and Guidelines

- a. Students are expected to do the assigned readings and be prepared to discuss them in class.
- b. All written and oral assignments are to be completed on time.
- c. Students are expected to respect the confidentiality of clients/consumers and use pseudonyms when discussing particular cases.
- d. Students are to respect confidentiality regarding class discussions.
- e. Active participation is expected of all students in this seminar.

VII. Required Texts and Readings

- a. Saleeby, Dennis. *The Strengths Perspective in Social Work Practice* (Fourth Edition). Allyn and Bacon, 2006.
- b. Sullivan, W.P. "A Long and Winding Road: The Process of Recovery From Severe Mental Illness", *Innovation and Research*, 1994, 3(37). pp.19-34.
- c. Teed, Elizabeth I, Scilippi, J. *The Community Mental Health System A Navigational Guide for Providers*. Pearson Education Inc, 2007

VIII. ACADEMIC ACCOMMODATIONS

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible.* DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

IX. EMERGENCY RESPONSE INFORMATION

To receive information, call main number (213)740-2711, press #2. "For recorded announcements, events, emergency communications or critical incident information."

To leave a message, call (213) 740-8311

For additional university information, please call (213) 740-9233

Or visit university website; <http://emergency.usc.edu>

If it becomes necessary to evacuate the building, please go to the following locations carefully using stairwells only. Never use elevators in an emergency evacuation.

University Park Campus

MRF – Lot B

SWC – Lot B

WPH – McCarthy Quad

City Center

Front of the building (12th & Olive)

Orange County Campus

Faculty Parking Lot

VKC – McCarthy Quad

Skirball Campus
Front of building

Do not re-enter the building until given the “all clear” by emergency personnel.

X. Course Outline and Assignments

Session 1 August 30

Purpose: Introduction to Course and to Recovery Concepts

- A. Ice Breaker/Class Introductions
- B. Course Overview and Expectations
- C. Philosophy Tenets and Definitions of Recovery

Course Objectives - #1

Reading Assignment:

Saleebey, D. The Strengths Based Perspective. Chapter 1 (1-24)

Teed, E. & Scilippi J. The Community Mental Health System. Chapter 2 (27-53)

Session 2 Sept 6

Purpose: Examination of the Disease Model in Mental Health

- A. Video
- B. Discussion

Course Objectives - #s 1, 2, 3

Reading Assignment

Handouts A, B and C

Session 3 Sept 13

Purpose: Hearing and Understanding the Perspective of the Consumer

Panel Presentation

Course Objectives – #s 1 and 2

Homework Assignment:

Talk to a consumer/client and answer these questions:

1. What have been your experiences in seeking help?
2. What has been most helpful to you in your process of recovery?

3. What is your current goal/desire/wish for yourself?
4. What will most help you to achieve that goal/desire/wish?

Bring answers in written format to class for discussion and then to submit to instructor.

Session 4 Sept 20

Purpose: Understanding the client's Perspective in Defining His/Her Own Goals.

Class Discussion of Assignment.

Course Objectives - #s 1, 2, 3, 4

Reading Assignment:

Teed, e. & Scilippi J. Chapter 8 (190-201).

Homework Assignment:

1. Answer, according to the question you are assigned at the end of this class, question 1, 2, or 3 (using your field placement) from Teed Chapter 8 (200-201). Answer briefly, and be prepared to discuss in class and submit to instructor
2. Identify one value dilemma in your work with clients/consumers in your placement experience. Please write about this (maximum one page).

Session 5 Sept 27

Purpose : The examination of empowerment in work with clients.

1. In-Class Discussion of Assigned Questions
2. Review of Value Dilemmas.

Course Objectives - #s 3, 5, 7, 10

Reading Assignment:

Saleeby, D. The Strengths Perspective. Chapter 2 (25-44).

Homework Assignment:

Review Discussion Questions p. 44 (Saleeby) for class next week.

Session 6 Oct 4

Purpose: Further exploration of the Strength Based Perspective

In-Class Discussion of Question

Course Objectives - #s 4, 5, 6, 9, 10

Reading Assignment:

Saleeby, D. The Strengths Perspective. Chapters 3 and 4.
Homework;
Review Discussion Questions at the end of Chapter 3 and 4 for class discussion next week.

Session 7 Oct 11

Purpose : An Exploration of Cultural Diversity and Spirituality in Mental Health

Class discussion of review questions.
Course Objectives - #s 7, 8, 12.

Reading Assignment:
Saleeby,D. Chapters 5 and 6.
Homework:
Review Question 1 (p.113) for in-class exercise next week.

Session 8 Oct 18

Purpose: Beginning use of strength based assessment tool.

In-Class Strength Based Assessment Exercise.

Course Objectives - #s 4, 5, 6, 9, 12

Reading Assignment:
Saleeby, D. Chapters 7 and 10.
Homework: DUE Nov. 8th.
Prepare a Case Presentation for a Client using the Strength Based Assessment Tool in Saleeby, p 186-190. Submit written assessment to instructor, and do oral presentation in-class, following schedule that will be given to you next week.

Session # 9 Oct 25

Purpose: Understanding and Using a Strength Based Assessment Tool

- A. Review and discussion of Saleeby's Chapter 10.
- B. Sign up for Case Presentations

Reading Assignment:
Saleeby, D. Chapter 9 (148-168)
Homework Assignment:
Answer one of the 9 assigned questions p. 168.

Session 10 Nov 1

Purpose: Exploration of recovery with Older Adults with Mental Illness.

Class Discussions of Question 1-9 in Saleeby's text, p. 168
Course Objectives - #s 1, 4, 11

Homework Assignment:
Strength Based Assessment Paper Due, Oral Presentations Begin next week.

Session 11 Nov 8

Purpose: Further understanding of Strength Based Assessments, and practice in doing Oral Presentations.

- A. Oral Case Presentations
- B. Submit written Strength Based Assessments to Instructor.

Course Objectives: 4, 5, 6, 9, 12

Session 12 Nov 15

Purpose: Continuation of Strength Based Assessments
Oral Presentations

Course Objectives 4, 5, 6, 9, 12

November 22

Thanksgiving - No Class
Happy Turkey Day!

Session 13

Purpose: Continuation of Case Presentations and Assessment Tool.
Continue with Case Presentations in-class

Course Objectives - #s 4, 5, 6, 9, 12

Session 14 Dec. 1

Purpose: Final Oral Presentations.
In-Class Presentations are completed.

Course Objectives - #s 4, 5, 6, 9, 12

Session 15 Dec 8

Purpose : Course Wrap-Up and Evaluation