

Social Work 618

Systems of Recovery from Mental Illness in Adults

3 Units

Term Year

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I. COURSE PREREQUISITES

This advanced level practice course is open to any second year MSW student. If the student is not in a Field Education internship in which he/she is working with people with severe mental illness, a case can be provided by which to complete the required assignments.

II. CATALOGUE DESCRIPTION

This advanced mental health practice course focuses on the multi-level impact of mental illness on adults and families. Evidence-based interventions promoting increased quality of life and stability are emphasized.

III. COURSE DESCRIPTION

This advanced-level practice course offers evidence-based, strengths approaches to providing humane care for persons with mental illness, including those with substance abuse and severe socioeconomic disadvantages, who are commonly considered “difficult” to treat. Discrimination and social inequalities are considered throughout the course, including discrimination based on gender, race, ethnicity, socioeconomic status, sexual orientation, disability, and diagnosis. Many different etiological perspectives are included and readings draw from various theoretical approaches to treatment.

Required readings draw from classics in the field and are designed to give an historical perspective. In addition, readings from contemporary sources explore new research and practice in the field of the

treatment of clients who have been diagnosed with severe mental illnesses. Readings are among the most recently available in the field.

This course includes content from policy, human behavior and the social environments, practice, and research. The integration of clinical field experience with theory is fostered by the inclusion of case material throughout the course, both provided by the instructor and also the students' clinical experiences. Students are helped to compare and critically analyze the theories and research methods used to understand and evaluate this population. The primary focus of the course is consistent with the Recovery Model emphasis and objectives.

IV. COURSE OBJECTIVES

Objective #	Objectives
1	Promote understanding of the major theories used to explain the causes and treatment of severe mental illness, so as to foster students' understanding of severe mental illness and its psychological and socioeconomic effects on clients and their families.
2	Facilitate advanced understanding of approaches to social work practice interventions with clients with severe mental illness, including neuroleptic management, residential and inpatient care, case management and community care, outreach as well as psychotherapy.
3	Enable students to acquire a fundamental knowledge base about diverse approaches to program planning and development, including advocacy, in the care of this population.
4	Help students acquire recovery-oriented knowledge, skills, and approaches.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

The format of the course will consist of didactic instruction and experiential exercises. Case vignettes, videos, and role plays will also be used to facilitate the students' learning. These exercises may include the use of videotapes, role-play, or structured small group exercises. Material from the field will be used to illustrate class content and to provide integration between class and field. Confidentiality of material shared in class will be maintained. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice.

VI. STUDENT LEARNING OUTCOMES

The following table lists the nine Social Work core competencies as defined by the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards:

Social Work Core Competencies	
1	Demonstrate Ethical and Professional Behavior *
2	Engage in Diversity and Difference in Practice *
3	Advance Human Rights and Social, Economic, and Environmental Justice *
4	Engage in Practice-informed Research and Research-informed Practice *
5	Engage in Policy Practice *
6	Engage with Individuals, Families, Groups, Organizations, and Communities *
7	Assess Individuals, Families, Groups, Organizations, and Communities *
8	Intervene with Individuals, Families, Groups, Organizations, and Communities *
9	Evaluate Practice with Individuals, Families, Groups, Organizations and Communities *

* Highlighted in this course

The following table shows the competencies highlighted in this course, the related course objectives, student learning outcomes, and dimensions of each competency measured. The final column provides the location of course content related to the competency.