Teaching Notes for “Social Workers’ Familiarity With Psychiatric Advance Directives: Implications for Education, Practice, and Research”
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Slide 1-2:
This presentation is appropriate for courses in Health or Mental Health Practice and Health or Mental Health Policy.

Slides 3-4:
Review slides.

Slides 5-6:
Review slides. What are the possible reasons for the differences in the interest of PADs and the consumer use of PADs? Should states require a PAD to be part of the recovery plan?

Slide 7:
Review slide. What other potential benefits would there be in PADs for the consumer, family and mental health care provider? How would these benefits empower the consumer and help with the recovery process?

Slide 8:
Review slide. What are some of the challenges in our mental health system that relate to creating PADs?

Slides 9-11:
Review slides. How are PADs a tool of social justice? How might stigmatization of individuals with SMI relate to PADs?

Slide 12:
Review slide. Why might PADs decrease hospitalization length for clients? Why positive changes in the client-clinician relationship be associated with PAD development?

Slides 13-16:
Review slides

Slide 17:
Review slide

Slide 18:
Review slide. What are some reasons that the majority of social workers were only a little or somewhat familiar with PADs?

Slide 19:
Review slide
Slides 20-21
Review slides. Why have fewer social workers worked with a client with an AI or had experience helping a client with an AI as compared to HCPA? How does this compare to medical AIs and HCPAs?

Slides 22-24:
Review slides. Where is it likely that PADs are created or in what setting should they be created? How does that relate to social worker’s background and familiarity with AIs? HCPA?

Slide 25:
Review slide. What do these findings say about social workers’ self-reported familiarity and actual familiarity with AI laws?

Slides 26-27:
Review slides. If PADs are so important, why are so few universities teaching about them? PADs are important legal documents related to clients’ rights. Discuss ways legal advocates or the legal profession could become involved in provider education.

Slide 28:
Review slide. Discuss ways to improve provider communication about AIs.

Slides 29-30:
Review slides.

Slide 31:
Review slide. Given the results of this study, where would be a good setting to target PAD continuing education?

Slide 32:
Review slide. Discuss PADs from an ecological systems perspective.

Group Activity: As a final activity, have students work in pairs to develop their own PADs—one student acting as a case manager/facilitator and the other as either a consumer they know well or as themselves—then switch roles. Return to large group and discuss the students’ experiences during the PAD development process, both from the perspective of a consumer and a case manager. How does this inform their future practice?

Slides 33-35
Review Slides. Display references.