THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL  
SCHOOL OF SOCIAL WORK

COURSE NUMBER: SOWO 840
COURSE TITLE: Adult Mental Health: Theory and Practice
SEMESTER AND YEAR: FALL, 2009
INSTRUCTOR: Amelia Roberts-Lewis, PhD, LCSW  
School of Social Work  
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OFFICE HOURS: Mondays – 12 noon to 2 pm; 5 – 6pm; or by appointment.

COURSE DESCRIPTION: This course focuses on mental health social work practice with adults, covering assessment and several theoretically based interventions with an emphasis on gaining practice skills.

COURSE OBJECTIVES:  
By the end of this course, students will:

1. Understand and apply concepts, selected theory, and research related to adult mental illness;

2. Understand the role of the social worker in mental health inpatient and outpatient settings and how social workers fit within multi-disciplinary teams;

3. Complete a bio-psychosocial and mental health assessment that is sensitive to, and addresses issues of diversity including ethnicity, age, gender, sexual orientation, class, and spiritual beliefs;

4. Effectively link the assessment process to an individualized treatment plan that delineates specific goals and objectives that are measurable based on a consistent theoretical framework;

5. Demonstrate greater skills in establishing and maintaining relationships with clients that may include addressing and managing resistance, boundaries, transference, counter-transference and self-disclosure;

6. Select and apply appropriate theoretically based interventions with clients in mental health settings based on evidence based practice principles;
7. Critically examine ethical issues experienced by social workers in mental health settings, including how broader contextual and systemic issues impact direct social work practice;

8. Demonstrate competence in professional documentation and communication of clinical material

**EXPANDED DESCRIPTION:**
This course is an advanced theory and practice course that builds on the foundation year of HBSE and practice courses. It is designed to increase students’ competencies in both articulating their assessment with clients using a consistent theoretical framework, but also focusing on increasing their practice skills with adult clients. By the end of the course, students will be more confident in their ability to articulate and choose an appropriate form of intervention using evidence base practice principles and feel more confident in their ability to implement such an intervention. Advanced practice skills will be addressed throughout the course, such as identifying and using process, tracking, use of self, resistance, and recognizing patterns. Growth in understanding your own family dynamics, your culture and ethnic heritage, and increased skills in self-awareness is expected. Case material and experiential exercises will be used to increase students’ practice skills.

**REQUIRED TEXTS/READINGS:**

Required texts are available in the UNC Health Affairs bookstore – 966-2208.

**All required readings for this course can be obtained via blackboard.**

**RELATED AND RECOMMENDED READINGS:**


**TEACHING METHODS**
This course will involve lecture, discussion, role playing, video clips, and student case presentations. These teaching strategies will be used to help students master the theoretical
approaches and necessary skills needed to intervene with adult clients in both mental health settings. It is expected that each student will be involved in this course; thus, participation in discussion and role-playing is mandatory.

CLASS ASSIGNMENTS (See Appendix A for grade sheet for all assignments)

1. Journaling on Readings (30%). You will be required to journal on Chapters 1 – 5, and chapters 7-8 in the Teyber book. Each journal is due the week the chapter is listed in the course outline in the syllabus. You are also required to journal on 1 article on “vicarious trauma” (see Heese article – trauma week). The journal writing is to be limited to two pages (double spaced and 12 point font) on each chapter. **Do not summarize the chapter/article! Instead, respond and react to the content.** Suggested questions to respond to are: What new insights have you gained from this chapter? What skills are you learning? Have you been able to implement and practice these skills (interventions) in treatment with your clients? Why are you reacting to a line, point, argument in one particular way? What about the readings are you reacting to? Where are those reactions coming from: Personal experiences? Professional experiences? Try to understand the context for your reactions. In what areas (or specific element of this skill) do you need to continue to grow? In what ways do you feel this information adds to your professional growth or sense of awareness? **You will be graded on:** How well the individual demonstrates effort in understanding the material; Has the student demonstrated critical thinking (i.e., strengths/limitations; fit with own experiences; WHY points resonates and WHY they don’t, etc.)?

2. Two Part Paper: Self Reflection with Personal Goals and Objectives, due Week 8 – October 26th. (35%). This assignment will an integration of your understanding of your personal individual and family history, as well as personal and professional areas of needed growth. Please reflect on your family of origin (see Teyber chapter 6) and your own personal style of coping and defense mechanisms. (Teyber – chapter 6 must be reflected in this paper.) By the time you write this paper, you will have also had opportunity to reflect on many areas noted in Teyber that may relate to areas in which you desire to grow and change. Include in this paper, four to five individual goals of personal and professional growth and operationalize related objectives. Two of the goals must be personal goals. Personal goals might include goals such as increase understanding of family dynamics, personal growth in communication skills, resolution of interpersonal conflict, etc. Professional goals may include such as increasing self-awareness, warmth, empathy, listening skills, ability to follow process, ability to focus, ability to set goals, knowledge of bio-psychosocial development, knowledge of mental disorders, cultural awareness, sensitivity to issues of development, knowledge of particular models of treatment, knowledge of legal and ethical issues, etc.

Write one or two paragraphs in which you attempt to place yourself on a developmental continuum with respect to each of your goals. Then indicate what you think would help you progress along this continuum toward these goals and how you can use this class or other interventions to facilitate that progression (e.g. present a case, research a treatment model, seek individual counseling, etc.). This paper should be 9-12 pages, double-space and typed in a 12 point font.
3. **Class Presentation and Paper (35%)** (See Handout)

4. **Class Participation (5%)**: 94-100 is assigned to those students who have consistently attended and have been regular and active participants. 90-93 is for students who have missed one to two classes, but who regularly participate. 85-89 is for students who have either attended regularly, but do not participate often, or for students who participate but do not have very regular attendance. 80-84 is for students who have do not participate actively, but may have fairly regular attendance. Under 80 means that the student has irregular attendance, and has demonstrated through class discussions that s/he has not done the readings or actively disengages with class activities.

**Grading System**

- H = 94 and above
- P = 80 to 93
- L = 70 to 79
- F = 69 and below

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**Include your name on all papers!**

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**Policy on Incompletes and Late Assignments:**

It is expected that assignments will be completed at times noted in the syllabus. If you have a situation arise that may prohibit you from completing the assignment on time, any request for delay of an assignment/exam must be done *in advance* of the due date (at least 24 hours) on an assignment/exam. Approved delays will not affect the grade. Any unapproved delays or assignments completed after an approved delay date will begin to accrue a 10% reduction every 24 hours that the assignment is late. Papers are due **at the start of class**.

If the student meets unavoidable obstacles to meeting the time frame, the student should discuss the circumstances with the instructor to determine if an initial grade of incomplete (INC) would be appropriate. I prefer not to give an incomplete grade and will give incompletes only in compliance with University policy.

**Policy on Academic Dishonesty**

Please refer to the *APA Style Guide*, *The SSW Manual*, and the SSW Writing Guide for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. All written assignments should contain a signed pledge from you stating that, "I have not given or received unauthorized aid in preparing this written work". In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required.
**Policy on Accommodations for Students with Disabilities:**
Students with disabilities which affect their participation in the course may notify the instructor if they wish to have special accommodations in instructional format, examination format, etc.

**Use of Laptops or other electronic devices**
No laptops or other electronic devices are permitted in the classroom, unless you have a specific documented learning disability. Please turn off all cell phones or other devices that would disrupt the learning environment of the classroom.

**APA Formatting**
It is an expectation of this course that you will correctly cite all of your material following the 5th ed. of the APA manual. If you are not familiar with this style, please refer to the manual, the study guide on the school’s website or see Diane Wyant, the School’s editor at dwyant@email.unc.edu
## COURSE OUTLINE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 31</td>
<td>Class 1: Introductions, Course Overview, Process &amp; Content Skills</td>
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<tr>
<td>September 7</td>
<td><strong>No class - Labor Day Holiday</strong></td>
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<tr>
<td>September 14</td>
<td>Class 2: Interconnection between theory and interventions</td>
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<td><em>Teyber 1 - Due</em></td>
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<tr>
<td>September 21</td>
<td>Class 3: Biopsychosocial-spiritual assessments and Mental Status Exam</td>
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<tr>
<td>September 28</td>
<td>Class 4: Diversity and Ethical Issues</td>
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<tr>
<td>October 5</td>
<td>Class 5: Identification of Recurrent Themes/Working Alliance</td>
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<td><em>Teyber 2 – Due</em></td>
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<td><em>McCann - Journal Due Today</em></td>
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<tr>
<td>October 12</td>
<td><strong>Class 6: SoWo 840 Cancelled today. University Day – Classes Cancelled from 10 am – 1pm</strong></td>
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<tr>
<td>October 19</td>
<td>Class 7: Shifting Client Responsibility &amp; Honoring Client’s Resistance</td>
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<td></td>
<td><em>Two (2) Student Class Presentations</em></td>
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<td><em>Teyber Chapters 4 &amp; 5 Due</em></td>
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<tr>
<td>October 26</td>
<td>Class 8: Familial and developmental factors/ Family Theory/Home Visits</td>
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<td>Military Issues – PTSD, TBI, &amp; Women (Panel of Guest Speakers)</td>
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<td><strong>Self-Reflection Paper Due – today, October 26!</strong></td>
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<td>November 2</td>
<td>Class 9: Challenging clinical Issues &amp; Inflexible interpersonal coping strategies &amp; Current interpersonal factors</td>
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<td>Guest Speaker – EBP - DBT</td>
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<td><em>Teyber Chapters 7 &amp; 8 Due</em></td>
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<td>November 9</td>
<td><strong>Class 10: Four (4) Student – Class Presentations</strong></td>
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<tr>
<td>November 16</td>
<td>Class 11: <strong>Two (2 ) Student Class Presentations</strong></td>
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<td>EBP - Seeking Safety</td>
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<tr>
<td>November 23</td>
<td>Class 12: SPMI, Psychiatric Rehabilitation, and Psychopharmacotherapy</td>
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<tr>
<td>November 30</td>
<td>Class 13: Trauma Work &amp; <strong>Two (2) Student Class Presentations</strong></td>
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<tr>
<td>December 7</td>
<td>Class 14: Working through termination and evaluation of practice</td>
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August 31 - Week 1: Introduction and Overview

1. Introductions: Course overview
2. What is clinical social work?
3. Definitions of mental health practice
4. Focus on Process and Content


September 7 – No class – Labor Day Holiday

September 14 - Week 2: Interconnection between theory and interventions

1. Understand the importance of using theory as a roadmap in treatment
2. Understand how an assessment using a particular theory influences what interventions will be developed and implemented.
3. Where do psychological theories fit within the bio-psycho-social context?
4. Empirically supported common factors in therapy – bringing those into practice
5. Case illustrates: antisocial personality disorder

Assigned Readings:
Teyber Ch 1- Introduction and Overview - Journal Due


Read Case of “Jerome” on blackboard
September 21 - Week 3: Mental Health Assessments & Bio-psycho-social Assessments
1. Mental Status Exam
2. Assessments, including differential diagnosis
3. Writing goals & objectives
4. Case illustrates: issues around depression, adjustment to a medical condition and the role of the family in practice

Assigned Readings:


Read Case of “Joanne” on blackboard

September 28 - Week 4: Diversity and Ethical Issues
1. Working towards cultural competence - Ethnographic Interviewing
2. Examining and intervening considering the social context: The impact of gender, socio-economic status, ethnicity, spirituality and sexual orientation
3. Incorporating spirituality in clinical practice
4. Case illustrates: issues around depression and coping

Assigned Readings:


*Read Case of “Beauty Shop” on blackboard*

**October 5 - Week 5: Establishing a working alliance /Identify Recurrent Themes**

1. Complex cases, including client-worker differences
2. Poverty, culture, and other systemic issues
3. Recurrent themes
4. Working alliance
5. Vicarious Trauma
6. Case in Sea of Trouble illustrates: BPD, client-worker differences, working within a system

**Assigned Readings:**

Teyber Ch 2- Establishing a working alliance *(Journal Due Today)!*


October 12 - Week 6: University Day – Classes cancelled from 10 am – 1 pm

- Class cancelled for 840 today! Use this time to make an appointment with me if you need to do so.

- Work on your reading assignments and papers

Assigned Readings:
Teyber Ch. 3- Honoring the client’s resistance  (Journal Due Today – Email or place in my mail box)!


October 19 - Week 7: An internal focus for change & Honoring the client’s resistance

*** Two (2) Student Presentations**
1. Examining patterns
2. Challenge clients to shift focus away from externalization towards ownership
3. Issues related to sexual minorities
4. ESI - IPT
5. Case illustrates: depression

Assigned Readings:
Teyber Ch 4- An internal focus for change (Journal due today)!

Teyber Ch 5- Responding to conflicted emotion (Journal due today)!


Read cases “The Replacement”
October 26 - Week 8: Familial and developmental factors & Military Guest Panelists

1. Understanding familial factors, e.g. rules, patterns, systemic influences
2. Differences in home visits vs. outpatient visits
3. Case illustrates: family dynamics and setting of practice

Assigned Readings:

Teyber Ch. 6- Familial and developmental factors. (This journaling will be incorporated in your Self Reflection Paper)

READ “Ghosts in the Nursery” on blackboard by Fraiberg

November 2 - Week 9: Challenging Clinical Issues & DBT – Guest Speaker

1. Counter-transference and self-awareness
2. Examining cultural countertransference – impact on difference within mental health practice
3. Case illustrates: antisocial personality disorder and strong worker feelings

Assigned Readings:

Teyber Ch 7- Inflexible interpersonal coping strategies (Journal due today)!

Teyber Ch 8- Current interpersonal factors. (Journal due today)!


Recommended Readings


Read case of “Icarus” on blackboard
November 9 - Week 10: Four (4) Student In-Class Presentations

Inflexible interpersonal coping strategies & Current interpersonal factors
1. Coping skills
2. Bringing conflict into session
3. Testing behaviors
4. Case illustrates: depression and anxiety

Assigned Readings:

Teyber Ch 9- An interpersonal solution

Read case “Are you looking at me?” on blackboard

November 16 - Week 11: Two (2) Student In-Class Presentations & Seeking Safety

1. Overview and Experience of a Seeking Safety Group

Assigned Readings:


Read case of “Clifford and Jean Roberts” on blackboard
November 23 - Week 12: SPMI: Psychiatric Rehabilitation & Psychopharmacotherapy

Guest Speaker

1. Understand unique issues facing individuals with SPMI
2. How does treatment differ when working with individuals and their families where there is a SPMI diagnosis?
3. Role of psychoeducation

Role of Case Management in Social Work

4. Interdisciplinary teams
5. Medication management – the role of social workers
6. Case illustrates: adjustment disorder and role of social work in CM

Assigned Readings:


November 30 - Week 13: Trauma Work – Abuse Focus & **Two (2) Student Presentations**

1. Principles of trauma theory
2. Differences between a clinical role vs. a forensic role
3. Understanding different roles within social work
4. Case illustrates issues related to trauma.

Assigned Readings:


*Read case of “Marvin Thompson” on blackboard*
December 7 - Week 14: Working through termination and evaluation of practice

1. Termination Rituals
2. Evaluating Your Practice
3. Class Evaluations

Assigned Readings:

Teyber – Ch 10 – Working through and termination