SW330 - Mental Health and Mental Illness in the 21st Century
Monday & Wednesday, 1:30-2:45
Fall 2015

Lewis-Clark State College
Social Work Program
Revised: 8/2015

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Email: epdowney@lcsc.edu
Office: Spalding 277

Office Hours: Monday 3:00-4:00; Tuesday 9:00-10:30; Thursday 9:00-10:30; others by appointment. Please feel free to drop by my office any time.

THE SOCIAL WORK PROGRAM MISSION STATEMENT

The mission of the social work program at Lewis-Clark State College is to prepare students for entry-level generalist practice. We are committed to the preparation of professional social workers instilling the knowledge, skills, and values to address the needs and potential of individuals, families, groups, communities, and organizations. Drawing on an ecological, strengths-based perspective, the program prepares students to engage as professional social work practitioners who will be able to provide competent services with integrity to promote social justice and human rights recognizing the dignity and worth of the person. Graduates are prepared for practice with diverse populations understanding the person-in-environment influence on identity development and relationships. Through courses, internships, and student activities, the program aims to foster in its students a celebration of differences among people and a belief that respecting these differences enriches the quality of life for all. Graduates will practice from a set of ethical principles inherent in the social work profession, including the recognition that professional development is a life-long learning process. Finally, our program is dedicated to the inclusion of non-traditional age, rural, and lower income students. The program is also devoted to providing students the opportunity to engage in meaningful research projects, in the community in which they live, by conducting program evaluations and needs assessments through our research sequence which culminates in a public symposium. (Rev. 10/13, Reviewed 5/15)

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Note: Last day to add class/es or to drop on line, August 28; last day to drop class without “W” grade on transcript is September 4. Last day to withdraw from class/es or college for the semester is November 5.

Course Description

Mental Health and Mental Illness in the 21st Century is designed to enable students to construct their own meaning and understanding of the terms “mental health” and “mental illness” through
a series of learning activities. These activities include assigned readings, the media, discussions, and interaction with mental health consumers, family members, and service providers. Students will be introduced to three approaches to treatment: the medical model, the psychosocial rehabilitation model, and the recovery model. Students will become familiar with treatment modalities including therapeutic communities, clubhouses, and programs based on the strengths perspective. The course will also address the role of stigma as it relates to the oppression of individuals with mental illness.

**Learning Philosophy**

This course is based on an adult learning model and a learning philosophy referred to as social constructivism. The underlying epistemology is that knowledge is socially constructed by the individual; therefore, students are invited to construct their own meaning and understanding of mental health, mental illness, and stigma. The instructor views herself as a co-learner and functions as a facilitator rather than teacher. The second theory underlying this course is the concept of learning communities. The class forms a learning community in which participants assume responsibility for their own learning and responsibility for facilitating the learning of others. This is a mutually shared responsibility.

**Course Objectives:**

At the completion of this course students should be able to:

1. Articulate their own understanding of the meaning of mental health and mental illness;
2. Understand mental illness as a social problem;
3. Understand multiple cultural and theoretical perspectives on mental illness;
4. Understand a variety of modalities for the care and treatment of individuals with mental illness;
5. Locate research and resources on mental health and mental illness;
6. Understand mental illness from the perspective of consumers, family members, and providers;
7. Understand the effects of stigma and oppression associated with mental illness;
8. Understand the role of social action and social justice in reducing stigma toward individuals identified as mentally ill.

**Text and Required Readings**

All assigned readings can be found posted on Blackboard or will be distributed in class or via email. The course will also make extensive use of internet sources.

**Learning Methods and Classroom Climate**

The primary teaching approach in this class will be collaborative learning. Materials in the course will be presented through reading, discussion, group work, and media presentations. Students will be responsible for all materials presented in class and all outside assignments. Assigned readings and topics for the day are outlined in the Class Schedule and students are
expected to come to class prepared to discuss the content of the assignments. An absence is not an excuse for coming to the next class not prepared to be actively involved.

There will be times during this course when societal “isms” or prejudicial attitudes and discriminatory practices are examined. Because of our commitment to social and economic justice, we are open to hearing all views, and all perspectives will be carefully examined. Students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

Students in a professional program should conduct themselves as professionals in relation to the class session and assignments. It is not acceptable to be late for classes except in unusual circumstances. Frequent lateness or other unprofessional class conduct is likely to result in a lowered grade. Students shall not use cell phones, text messages, or play computer games during class.

Students with Special Needs – The Americans with Disabilities Act of 1990 requires that the College provide reasonable accommodations to persons with disabilities as defined by the Act. Students with a disability seeking an academic accommodation must contact the Office of Student Life, 111 Reid Centennial Hall. The Disability Services Coordinator will inform faculty of specific classroom and course accommodations.

If course adaptations or accommodations are needed because of a disability, if you need to make the instructor aware of emergency medical information, or if you will need special arrangements in case of building evacuation, please contact the instructor by the 10th day of the semester.

Shared Client and Agency Information: In the classroom, students and professors will occasionally discuss clients and agencies. In these discussions, it is expected that information about clients and agencies should be disguised or eliminated, if clients could be identified, and that this information is to be held in confidence, within the bounds of the Code of Ethics. You must disguise the identity of clients in written assignments including changing the name of the client. Due to the nature of this course, confidentiality must be maintained with regard to both interactions with your Companion and class discussions.

Grades: Based on the underlying adult learning model for the course, each student will be responsible for determining her or his own final grade. The self-evaluation will be based on how well students believe they have achieved their own learning goals and their own evaluation of each of the assignments. The instructors and/or fellow students will provide written feedback on each of the assignments. Traditional grades will not be assigned to any of the projects or assignments but the final grade will use the traditional A, B, C, D, F format. The instructor retains the right to finalize all grades.

Service Learning: Students will participate in the Citizen Companion Program as the service learning component of the class and each student will be matched with a mental health consumer referred to as a “Companion”. The purpose of the relationship is to provide socialization experiences for the Companion. Students are not to act as therapists or mental health counselors. The student commitment will be for two semesters. During Spring semester the
student will receive 1 academic credit for continued participation in the program. Students are expected to contact their Companions on a weekly basis via telephone or email and have a minimum of two face-to-face meetings per month. All contacts with the Companion will be documented and submitted to the instructor on a weekly basis.

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**CLASS SCHEDULE**

**Fall 2015**

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>WEDNESDAY</th>
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<tbody>
<tr>
<td>8/24</td>
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<tr>
<td>Introduce Course and Syllabus</td>
<td>8/26</td>
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<tr>
<td>Introduce Learning Method – <em>You are Wanted, Expected, and Needed</em></td>
<td>Mental Health – Social Construction</td>
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<td>Historical Perspective</td>
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<td>Read: <em>Madness in Civilization</em> – All readings are on Blackboard unless otherwise stated.</td>
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<td></td>
<td>Assignment: Write definition of “mental health” and another for “mental illness”.</td>
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<td>8/31</td>
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<tr>
<td>Social Construction of Mental Illness</td>
<td>9/2</td>
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<tr>
<td><strong>Read: Theoretical Perspective</strong></td>
<td>Guest Panel: Companions, Social Workers, and Teaching Assistant</td>
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<tr>
<td><strong>Assignment Due: 1 Page Biography</strong></td>
<td><strong>Read: When Is It My Turn</strong></td>
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<td>9/7</td>
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<td>Labor Day – No Class</td>
<td>9/9</td>
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<td>Stigma – Investigate the internet, films, television and identify 5 situations that further stigmatize mental health consumers. Bring written list to class</td>
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<td>Read: <em>From Discrimination to Internalized Mental Illness Stigma</em> and <em>Mask of Benevolence</em></td>
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<td>9/14</td>
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<td>Work on Anti-Stigma Project</td>
<td>9/16</td>
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<td><strong>Assignment Due: Personal Learning Objectives</strong></td>
<td>Work on Anti-Stigma Project</td>
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<td><strong>Read: Living with Schizophrenia</strong></td>
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<td>9/21</td>
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<td>Theoretical perspectives on treatment</td>
<td>9/23</td>
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<tr>
<td><strong>Read: Culture and the Clubhouse and Systems Perspective</strong></td>
<td>Clubhouse Model</td>
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<td><strong>Handout: Rules of Clubhouse</strong></td>
<td>Visit one or more of these websites:</td>
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<td><a href="http://www.fountainhouse.org">http://www.fountainhouse.org</a></td>
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<td><a href="http://www.chinookclubhouse.org">http://www.chinookclubhouse.org</a></td>
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<td><a href="http://www.genesisclub.org">http://www.genesisclub.org</a></td>
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<td>Write down a list of your impressions of the Clubhouse and website</td>
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<td>9/28</td>
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<td>Clubhouse and work ordered day</td>
<td>9/30</td>
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<tr>
<td><strong>Read: Work Ordered Day</strong></td>
<td>Self-Efficacy</td>
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<td>Read: TBA</td>
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<td>Date</td>
<td>Event</td>
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<tr>
<td>10/5</td>
<td>National Day Without Stigma - No class</td>
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</tbody>
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| 10/7 | | Debrief and discuss National Day Without Stigma  
**Read:** Spirituality |
| 10/12 | Consumer Movement |  
**Read:** Inside Mental Patient Association |
| 10/14 | | A different perspective  
**Read:** People can recover from mental illness |
| 10/19 | Children and Mental Health |  
**Read:** TBA |
| 10/21 | | Children and Mental Health |
| 10/26 | Watch the “Medicated Child” in class |  
**10/26** | |  
**Watch the “Medicated Child” in class** |
| 10/28 | | Children and Mental Health |
| 11/2 | Speaker-Mental Health and the Law |  
**11/2** | |  
**Speaker-Mental Health and the Law** |
| 11/4 | | Debate 1 - Mental Illness: Myth or Fact |
| 11/9 | Psychotropic Medication |  
**Read:** Meaning of Medication |
| 11/11 | | Speaker – Social Worker  
**Assignment Due:** Film Paper |
| 11/16 | Advocacy |  
**Read:** Advocacy and NAMI |
| 11/18 | | Debate 2 – Involuntary Treatment |
| 11/23 | Thanksgiving Break |  
**11/23** | |  
**Thanksgiving Break** |
| 11/30 | Self-Actualization |  
**Read:** Hand out  
Visit CHARG Resource Center web site  
[http://www.charg.org/about.html](http://www.charg.org/about.html)  
Therapeutic Communities  
Visit one or more of the following Websites:  
[www.gouldfarm.org](http://www.gouldfarm.org)  
[www.springlakeranch.org](http://www.springlakeranch.org)  
[www.saum.org](http://www.saum.org)  
[www.theccl.org/Fairweather.html](http://www.theccl.org/Fairweather.html) |
| 12/2 | | Power  
**Formulate a definition of “power” with regard to mental health and mental illness. These definitions will form the basis of our discussion about power as it relates to course content. (Bring definition to class)  
**Read:** Foucault and his Panopticon |
| 12/7 | Intersectionality |  
**Read:** No need to hide |
| 12/9 | | Reflection on course  
**Assignment Due:** Reflection Paper about CC relationship |

**The class schedule is subject to change with adequate notice in writing to students.**
ASSIGNMENTS

**Biography**
Due: August 31

Write one to two pages about yourself for the purpose of matching you with a Companion. Please type this assignment. It should include some of your life experiences, your interests, and favorite leisure activities. This information will be used for Student-Companion Matches.

**Personal Learning Goals**
Due: September 14

Each student is to identify and articulate 5 personal learning goals for this class. You have been exposed to numerous syllabi during your academic careers with course goals and objectives. Now you have the opportunity to define your own learning goals. These goals will form the basis for your self-evaluation and the determination of your course grade. In addition to listing your learning goals, the paper should give a brief explanation as to why you selected each goal for yourself.

**Contact Logs**
Fridays

Each Friday, students will submit a log to the instructor documenting contact with the Companion. If the contact is via phone or email, include date, amount of time and a sentence or two about the interaction. All face-to-face contacts will be documented using the format distributed by the instructor. Credit for a meeting will only be given after the log has been submitted. An example of a contact log will be distributed in class. **REMEMBER TO DISGUISE THE NAME OF YOUR COMPANION.**

**Anti-Stigma Project**
Due: October 5

The class will be participating in the *National Day Without Stigma* on Tuesday, October 7. In assigned groups students will plan and carry out an anti-stigma intervention. The event will be held on the LCSC campus. The project can be a presentation, a display – it can be active or passive. For a good understanding of the event go to the Active Minds website: [http://www.activeminds.org/](http://www.activeminds.org/) and click on link for *National Day Without Stigma*. Students may use ideas from the website.

**Debates**
November 4 – Mental Illness: Fact or Fiction
November 18 – Involuntary Treatment

There will be two debates during the semester. The entire class will participate in each debate. Students are expected to conduct research on the topic and be prepared to debate either side of the issue. A format for the debate will be distributed prior to the first debate.

Film Assignment
Due: November 11

Students are to select a film with mental illness as a major theme.

After viewing the film, write a 3-4 page paper addressing the following points:

- What mental illness(es) were portrayed?
- What type(s) of treatment were used in the film?
- What was your emotional reaction to the film?
- How realistic do you believe mental illness was portrayed in the film?
- What cause(s) of the illness are stated or implied?
- Does the film increase or reduce stigma about mental illness? Explain.

Reflection Paper – Citizen Companion Relationship
Due: December 9

Write a 3-4 page reflection paper that addresses your relationship with your companion (using a disguised name). The paper should address what you have learned about mental health and mental illness, insights about yourself, the benefits to you of the relationship and what you have learned that will help you be effective in human service work.

Final Grade and Justification
Due December 15 – Submit electronically

At the conclusion of the course, each student will determine his or her own grade and write a one page justification for determining the final grade. The paper should address the achievement of learning goals, reflection on assignments, feedback, and class participation. Each of the assignments should be addressed individually (4-6 pages).

LEWIS-CLARK STATE COLLEGE
Syllabus Addendum

Consumer Information
In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at http://www.lcsc.edu/consumer-information/
Disability Accommodations
Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities
Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (http://webdev.lcsc.edu/catalog) and the LCSC Student Handbook (http://www.lcsc.edu/media/2157659/Student-Handbook.pdf) for more information.

Accidents/Student Insurance
Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance
Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty
Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from class indefinitely nor to disenroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action.

Illegal File Sharing
Students using LCSC’s computers and/or computer network must comply with the college’s appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college’s technology policies and its protocols for combating illegal file sharing may be found on the VP for Student Affairs’ web page (http://www.lcsc.edu/student-affairs/student-code-of-conduct/).

Diversity Vision Statement
Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

Disclosures
During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

Student Feedback
Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard Learn) systems.

Approved by VP for Student Affairs & Provost 5/12/2015