2015 CSWE STANDARDS

INSTRUCTOR'S GUIDE TO COMPETENCY BEHAVIORS

WITHIN THE TEXT AND RELATED CLASS EXERCISES

## Chapter 9. Mental Health Care Policy

Mental Health Issues: Definitions and Challenges

Biological Aspects of Mental Disorders

The Challenge of Unmet Treatment Needs

Historical Views of Mental Health and Illness

*Competency 5a*: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

The Movement to Deinstitutionalize

Contemporary Developments in Treatment

**Thinking Su**st**ainably**

Social Aspects of Mental Illness

The Stigma of Mental Illness

**Box 9.1 My Son, Nathan**

*Competency 6b*: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Mental Illness and the Plight of the Chronically Homeless

*Competency 7c*: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

*Competency 6a*: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

*Competency 6b*: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

*Competency 8d*: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

*Competency 9d*: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Victimization and Homelessness

Mental Illness in the American Correctional System

Social Programs for Better Mental Health

*Competency 4c*: Use and translate research evidence to inform and improve practice, policy, and service delivery.

*Competency 7c*: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

*Competency 7d*: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

*Competency 8c*: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

*Competency 8d*: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

*Competency 9b*: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

*Competency 9c*: Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

Supportive Housing Programs

Services for Veterans

Substance Abuse Services

Trauma and the Social Work Response

*Competency 4c*: Use and translate research evidence to inform and improve practice, policy, and service delivery.

*Competency 7c*: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

*Competency 7d*: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Trauma and Physical Displacement

Trauma Related to Natural Disasters and Accidents

Social Work in Disaster Response Efforts

Trauma Related to War

Traumatic Experiences of LGBT Youth

An Ecosystems Framework for Trauma-Informed Care

*Competency 6a*: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

*Competency 6b:* Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

*Competency 7b*: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

*Competency 8a*: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

*Competency 8b*: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

*Competency 8d*: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

*Competency 8e*: Facilitate effective transitions and endings that advance mutually agreed-on goals.

*Competency 9d*: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Summary and Conclusion

Critical Thinking Questions

*Competency 2b*: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

**Individual Exercises**

*Competency 4: Engage in Practice-Informed Research and Research-Informed Practice*

1. Have students go to the American Psychiatric Association at http://www.psychiatry.org/DSM5 and research fact sheets pertaining to various diagnoses in the *DSM-5*. Have them consider which if any of the diagnoses controversial or questionable in their opinion? If so, why?

2. Have students research PTSD in veterans of the wars in the Middle East and previous wars, causes for the PTSD, high suicide rates of veterans, and treatments that are being applied by the Veterans Affairs programs. Students can note differences in PTSD by gender, in that many of the women have been sexually assaulted by their fellow soldiers.

*Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities*

1. Have students research mental health courts, drug courts, and veterans courts online to learn the similarities and differences and how these developments are keeping persons with mental illness out of prison.

2. Have students research projects for chronically homeless persons with severe mental illness at Downtown Emergency Services Center (DESC) website: http://www.desc.org/ and report on some of the personal stories of service users who have benefited from the program and supportive housing. DESC is controversial in providing housing to people who have severe substance use disorders without requiring total abstinence. Students can check out the empirically-based research studies on this website related to the cost-effectiveness of this harm reduction strategy.

**Group Exercises**

*Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities*

1. Have students divide up in groups to debate if alcoholism is a disease or not. Designate certain groups to take opposite sides of the issue if too few want to argue that alcoholism is not a disease. Later the instructor can refer to dictionary definitions of disease and the NIAAA's statement that alcoholism and other addictions are a brain disease.

2. Have students anonymously list substances including tobacco and behaviors that they are addicted to or that their family members are addicted to and read out the list to show how widespread addictions are in our society. Provide students with assessment information on substance use disorder from the *DSM-5*.