EVIDENCE BASED MENTAL HEALTH PRACTICE
SWK8882
SPRING 2018 ON-LINE

Instructor: Professor Susan E. Mason, PhD., LCSW

COURSE DESCRIPTION

This course is aimed at developing the knowledge and skills necessary for working with individuals with a diagnosis of serious mental illness using recovery-oriented evidence-based practices. It is designed for MSW students and MSW mental health practitioners. Students will become familiar with evidence-based practice, within a recovery-oriented paradigm, as a general approach to practice as well as specific evidence-based interventions to use for individuals with a diagnosis of serious mental illness. It is assumed that students will have a basic knowledge of serious mental illness as a pre or co-requisite; however a review will be provided. Students will learn to examine research literature to determine the various levels of support for specific interventions and essential principles for translating research into practice. In addition, they will identify the appropriate treatment outcomes that reflect effective, quality, mental health practice. Each evidence-based practice presented will also be examined for its utility with diverse groups. Providing assessment and treatment to a diverse group of individuals with a diagnosis of serious mental illness is the focus of this course and will be discussed in detail.

LEARNING OBJECTIVES

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

1. Critically review the research literature to determine the level of evidence that exist for a practice (including distinguishing between evidence-based practice, best practices, and areas with emerging research knowledge).
2. Translate research, identified in the literature as demonstrating effective treatment outcomes; into practice principles for intervening for individuals with a diagnosis of serious mental illness (include the role and measurement of fidelity).
3. Describe strategies to evaluate and monitor client progress, over time, on
treatment outcomes that are appropriate for specific interventions for individuals with a diagnosis of serious mental illness.

4. Demonstrate a working knowledge of the recovery paradigm as it relates to working with individuals with a diagnosis of serious mental illnesses.

5. Demonstrate an understanding of the value and importance of using self-help strategies with consumers of mental health services.

6. Describe the importance of using evidence-based practices with individuals with a diagnosis of serious mental illness.

7. Discuss for which type of clients the evidence base on a given practice exists.

8. Discuss principles for adapting interventions for use with diverse groups of clients.

9. Describe unique components of assessment and treatment planning that are relevant for each evidence-based practice, client trauma history, and coexisting substance abuse problems for people with serious mental illness.

10. Describe the role of social work values and ethics in evidence-based practice with individuals with a diagnosis of serious mental illness.

11. Describe principles of technology transfer for organizational change in mental health.

PLAGIARISM

Students should remember that the School will not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else’s work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another’s work without citation; when a student paraphrases major aspects of another’s work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else’s work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in this course will automatically FAIL the course and will be referred to the Associate Dean for disciplinary action that may include expulsion.

HIPAA ALERT

In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work, will need to be de-identified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious
things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is directly related to the case presentation it can be included if it will not allow for identification.

**CONFIDENTIALITY**

Given the nature of classroom discussion and the presentation of case materials and at times personal revelation in class, students are reminded that the same commitment to confidentiality with clients extends to classmates. What is shared in class stays in class.

**STUDENTS WITH DISABILITIES**

Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations are asked to make an appointment with the Office of Disability Services, Rochelle Kohn, Beren Campus, 917-326-4828, rkoehn1@yu.edu, Abby Kelsen, Wilf Campus, 646-685-0118, akelsen@yu.edu, during the first week of class. After approval for accommodations is granted, please submit your accommodations letter to Disability Services Office immediately.

**E-RES (Electronic Reserve)**

Most of the articles mentioned in the curriculum are available on electronic reserve [E-RES]. You can access the full text articles from your home or from a university computer at no charge.

**How do I Use E-RES?**

1. Go to the library’s online resources page: [http://www.yu.edu/libraries/online_resources.asp](http://www.yu.edu/libraries/online_resources.asp)
2. Click on E-RES. If you are off-campus, at this point you will be prompted for your Off Campus Access Service login and password.
3. Click on “Search E-RES” or on “Course Index,” and search by instructor’s name, department, course name, course number, document title, or document author. [Mason]
4. Click on the link to your course.
5. Enter the password 6682M (You may use this password for class 8882)
You will receive additional readings sent to you on Canvas.

6. Locate and click on the item you wish to view. Titles beginning with "A", "An", or "The" are alphabetized under "A" and "T" respectively.

7. When the article text or book record appears on the screen, you can print, email, or save it to disk.

To view documents that are in pdf format, the computer you are using must have Adobe Acrobat Reader software. You can download it FREE at [www.adobe.com/products/acrobat/readstep2.html](http://www.adobe.com/products/acrobat/readstep2.html)

ASSIGNMENTS

**Assignment 1- Due session 7**

Each student will select a psychological or emotional disorder (e.g. depression, bi-polar 1) and conduct an extensive data-based search for the most effective clinical intervention(s). Students will include the following:

1. A description of the research process that includes the names of the data-base(s) searched, the indicators, and the number of peer reviewed studies initially selected, and the number of articles used for this assignment.
2. A bibliographic list of the selected studies in APA 6th edition format.
3. A brief review of the results, grouped by findings (e.g. 2 studies recommending a group therapy intervention; 1 study recommending individual psychotherapy plus medication; etc.).
4. A conclusion that includes what is viewed as the most effective intervention and the student’s perception of how it might be implemented in an agency or private practice.

This assignment should be approximately 8-10 pages, double spaced with 1 inch margins. This paper should include a title page, and a reference page with a minimum of 10 references in APA 6th edition format. Students are advised to use at least 3 references from the readings in the citations and references.

Late papers will receive a half-grade reduction for each week late.

**Assignment 2 – Due session 13**

Taking what was learned in assignment 1 each student will create a PowerPoint presentation for a class that they would be teaching on Using the Evidence-based Model.
1. Posters should be approximately the length of 12 slides. They should include 1) The subject of the presentation; 2) The research question being posed; 3) The rationale for the research question (i.e. its importance); 4) The method used including the enumeration of the data-bases, the indicator(s) used for the search; and the number of useful studies found; 5) a brief review of the findings grouped by the finding results; 6) Your message to the class regarding the usefulness of the method of evidence-based practice, its practicality in agency work, and the importance of team work with the client and family.


Late assignments will receive a half-grade reduction for each week late.

**GRADES**

Grades will be based on assignments and class participation:

Assignment 1 = 40%
Assignment 2 = 40%
Class Participation = 20%

Assignments that are not submitted according to schedule will result in a grade reduction to be determined by the instructor. A grade of incomplete will only be given with the assent of the instructor and all incompletes must be satisfied according to the regulations of the university.

**READINGS**

**Required Text and Course Books:**

**Optional Course Books ( at your discretion).**

IMPORTANT COURSE RESOURCE
The EBP Project website – includes the course syllabus, fidelity scales, class exercises, participating schools, and project faculty forms: www.omh.state.ny.us/omhweb/adults/swebp/faculty

1. Established and Emerging Evidence Based Treatments

Introduction to Evidence-based Practice and Evaluating Evidence

Module Goals/Purpose:
- To provide students with an understanding of the meaning of evidence-based practice.
- To show the importance of using evidence-based practices with individuals with a diagnosis of serious mental illness.
- To provide students with an understanding of the different sources of evidences that can be used to support the evidence-based practice decision making process.
- To provide students with information about the criteria used to evaluate the quality of evidence used to inform the evidence-based practice decision making process.

Readings:


2. Changing ideas about mental illness and individuals diagnosed with Serious Mental Illness (SMI)

Module Goals/Purpose:
- To provide an overview of the epidemiology of mental illness and serious mental illness in the United States and throughout the world.
- To understand the meaning of mental illness.
- To understand how serious mental illness (SMI) differs from the term mental illness.
- To learn about prevalence and incidence estimates in US and throughout the world.

Readings:

Centers For Disease Control and Prevention (CDC) Chronic disease overview in the U.S. and links to U.S. prevalence statistics: Retrieved from:

http://www.cdc.gov/chronicdisease/overview/

http://www.cdc.gov/datastatistics/

You may also google “prevalence of disease (your country)” to get useful local information.

3. The Recovery Model

Module Goals/Purpose
- To demonstrate a working knowledge of the recovery paradigm as it relates to working with individuals with a diagnosis of serious mental illnesses.
- To show evidence supporting the Recovery Movement
- To discuss stigma as it relates to mental illness
- To review policy and funding implications

Readings:
4. Person-Centered Practice

Module Goals/Purpose:

- To define and operationalize the key concepts of person centered practices
- To understand the core-values of person–centered practice.
- To learn how person-centered practice and evidence-based practice can be connected.

Readings:

. Miller & Mason, Chapters 1, 2, 5, 6, 7.

Pros-Person Centered Recovery Workbook, Chapter 1. Retrieved from:
https://www.omh.ny.gov/omhweb/pros/Person_Centered_Workbook/Chapter1.pdf

New York State Consumers, Survivors, Patients, and Ex-Patients (2004). Infusing recovery-based principles into mental health services, A white paper. Commissioned by New York State Office of Mental Health. Retrieved from:

5. First Break Intervention Strategies: Early Intervention for First Episode of Psychosis

Module Goals/Purpose

- To provide an overview of evidence that early intervention for schizophrenia and other primary psychotic disorders can improve clinical, social and occupational functioning for individuals experiencing first episodes of psychosis.

Readings:

Miller & Mason, Chapters, 3-4, 6, 8, 10-11.


6. **Trauma and Serious Mental Illness**

**Module Goals/Purpose**
- To learn about the role of trauma and serious mental illness as an area of emerging research.
- To understand how trauma informed care fits in with evidence-based practice.
- To lean how trauma is assessed and treated working with individuals with a diagnosis of serious mental illness.

**Readings:**


**Resources**


Also check out trauma treatment in other countries or in the region in which you practice by doing a google search.

7. **Shared Decision Making and Working with Families**

**Module Goals/Purpose**
- To demonstrate a working knowledge of shared decision making as it relates to those with illness.
- To demonstrate a working knowledge of the various approaches to working with families in the context of evidence-based practice.
Required Readings:


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8. **Motivational Interviewing**

**Module Goal/Purpose**

- To demonstrate a working knowledge of the Motivational Interviewing (MI) framework and develop MI skills related to engagement, focusing, evoking, and planning.

**Readings:**


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9. **Cognitive Based Interventions**

**Module Goal/Purpose**
• To demonstrate a working knowledge of cognitive based interventions as they relate to working with individuals with a diagnosis of serious mental illnesses.

Readings:


10. Wellness Self-Management

Module Goal/Purpose
• To demonstrate a working knowledge of Wellness Management as it relates to working with individuals with a diagnosis of serious mental illnesses.

Readings:


11. Supported Employment

**Module Goal/Purpose**
- Describe the importance of work for people with serious mental illnesses.
- Using evidence-based practices understand what matters most in work for people with serious mental illnesses.

**Readings:**
New York: W.W. Norton


12 Integrated Treatment for Co-Occurring Disorders

**Module Goal/Purpose**
12. To demonstrate a working knowledge of integrated dual disorder treatment as it relates to working with individuals with a diagnosis of serious mental illnesses.

**Readings:**


13. The Organizational Context for Services

Module Goal/Purpose
- To introduce social work students to integrated behavioral health systems as it relates to working with individuals with a diagnosis of serious mental illnesses.

Readings:


**Resources:**

### 14. Assertive Community Treatment (ACT)

**Module Goal/Purpose**
- To demonstrate a working knowledge of the Assertive Community Treatment (ACT) program as it relates to working with individuals with a diagnosis of serious mental illnesses.

**Readings:**

