

University of Gondar  
College of Social Science and Humanities  
Department of Social Work  
Course Syllabus for Psychiatric Social Work

Module Code: BSWK- 2052

Course Title: Psychiatric Social Work

Semester: II

Course Credit Hour: 3chr

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### **Unit module/course Description**

This unit module/course builds upon the ecological systems perspective of social work, focusing on behavioral applications of interpersonal practice. Specifically the contents address the evaluation and manifestation of psychological and emotional impairment of individuals. Behavioral application including operant and classical conditioning, relaxation training, and cognitive behavioral therapy, is explored as appropriate responses. Emphasis is given on how these approaches are applied to social work with adults and adolescents from diverse populations, particularly oppressed and disenfranchised groups.

## **Learning Outcomes**

Students who complete this unit module/course will be able to:

1. Assess the risks and strengths of individuals, families, groups, organizations, and/or communities for the purposes of promoting mental health, early intervention, treatment, and continuing services.
2. Plan and conduct culturally competent, gender-specific individual, family, group, organizational and community-based capacity building, and preventive interventions.
3. Understand and demonstrate the social work roles, values, and ethical standards in practice in mental health; thereby identify components of psychiatric social work in mental health care, in order to interact productively with many components of mental health system.
4. To identify psychosocial and cultural factors which are often concomitants of severe mental illness in this society, and the impact of these factors on clients, their families, and the care providers.
5. Know and apply different assessment tools such as the DSM IV to identify the different mental illness in order to make effective prevention and treatment.
6. Demonstrate advocacy skills at both micro and macro levels to help individuals overcome oppression, discrimination, and other barriers to access and quality of mental health services.

### Teaching Strategy/Methods

- Lecturing
- Individual reading
- Group reading
- Group presentation

### **Role of Teacher and Learners**

I believe that the teaching-learning process has the aim of the transformation of the learner via a critical thinking process. This higher consciousness is the result of a mental or psychological awakening that is aroused by a personal encounter with the substantive issues of the unit module/course. The essence of education is therefore found in dialogue, critical discourse, and

argument. I believe that teachers and students have a due responsibility in creating a teaching-learning environment that academically and personally challenges to think critically.

### **Role of the Teacher:**

- Ask thought provoking questions and invite learners to think critically.
- Create a collaborative, participatory, and cross-disciplinary learning environment.
- Consider the best interest of the learners based on a contractual agreement.
- Respect all views.
- Be emotionally present and able to manage conflicts rather than inhibit them.
- Be flexible, approachable, relaxed, and personable.
- Be well organized and know the subject matter.
- Be a role model.

### **Role of Learners:**

- Enhance self-confidence.
- Appreciate diversity.
- Give feedback to the teacher on the process.
- Actively participate in the learning process.
- Challenge what they know and how they know it.
- Ask questions.
- Right to fail but not as a result of my weaknesses in teaching.
- Seek and receive assistance whenever they need.

### **Teaching Support**

The following will be the necessary inputs provided to successfully complete the module:

1. Articles and book chapters, both paper and soft copy will be given
2. Field visits

### **Unit module/course Requirements**

This unit module/course requires the following tasks:

- Full class attendance
- Completion of reading assignments

- Critical reflection on the assignments, final assignment assessing
- Timely submission of assignments

### **Course Policies**

***Class Participation:*** Students are encouraged to participate in classroom and share their experience as one member of the class. Any comment and suggestions about the course delivery methods and tools are welcome by the instructor. Thus, any contribution in classroom is valued in this course.

### **Student Assessments**

**Assignments:** Reading assignments will be offered to students so that they can have broader and better understanding of a particular subject matter. Students will prepare Papers as summary of their understanding from the reading and presentations will be made in classroom to let them impart their knowledge with their classmates and to explore more about the topic. The topics shall include articles wrote on Ethiopian mental health issues from psychological perspective. Students are intended to practice analyzing, criticizing and summarizing such pieces of writings.

### **Evaluation of the Group Assignment:**

The group assignment paper will be evaluated using the following criteria:

Plagiarism free (5%)

Originality and Coherence (5%)

Presentation (5%)

**Total: 15%**

**Last date of submission:** the paper should be submitted to the instructor on the due date. Any delay will not be tolerated. In case, if there are problems during the first and middle stages of conducting the assignment, you can contact the instructor without hesitation.

## **Individual Assignment**

Individual assignments targeting to evaluate individual performance of the students on the course will randomly be given and evaluated out of 10%.

**Class Participation and Attendance:** your class attendance and participation are other parts of the evaluation process of your performance by the course instructor. Participation is an indicator for the involvement of students in the learning and teaching process of the course intermingled with the attendance of the students. Both the participation and the attendance of students are important for the course delivery. Thus, this is going to be evaluated out of 5% (quiz).

Continuous Assessment Test no 1 will account 20 %. This will cover all presentations discussed in Class, slides to you and reading articles assigned to you.

**Final Examination:** to be administrated by the exam center, your final exam will cover all presentations discussed in Class, slides delivered to you, and reading articles assigned to you. The final exam will account 50% of your total marks. Therefore, the total evaluation of students' performance will be done as follows:

Quiz = 5%

Individual assignment = 10%

Group assignment = 15%

Continuous Assessment test/ mid exam=20%

Final exam = 50%

**Total = 100%**

### Chapter One: **Introduction, Definitions and Concepts of MH and MI**

- ✓ Definition of MH and MI
- ✓ Social causes and consequences of mental illness
- ✓ Risks, Protective Factors, and Resilience
- ✓ Meaning and definition of Psychiatric Social Work
- ✓ History of Psychiatric Social Work

- ✓ Knowledge of Psychiatric Social Work
- ✓ Skills of Psychiatric Social Work
- ✓ History of Mental Health Treatment

#### Readings:

- Tausig, M., Michello, J., &Subedi, S. (1999). A Sociology of Mental Illness. New Jersey: Prentice Hall.(Chapter 1,2,11,14)
- Bhatia M.S (2000) : Essentials of psychiatry
- Colin P. (2006). Mental Health Social Work, Evidence based practice.

#### Chapter Two: **SOCIAL WORK ROLES IN MENTAL HEALTH SERVICES**

- Case managers
- Medication facilitators
- Advocates
- Evaluators & researchers

#### **MODELS OF TREATMENT: INDIVIDUALS**

- Children and adolescents
- Developmental, Behavioral and Emotional Disorders
- Adults
- Mood Disorders and Post-traumatic Stress Disorder
- Psychoses and personality disorders
- Older people

#### Readings:

- ✚ Gould, N. (2010). Mental health social work in context. New York, NY: Routledge
- ✚ Harvey, K., & Burns, T. (2003). Relatives of patients with severe mental disorders: Unique traits and experiences of primary, non-primary, and lone caregivers. American Journal of Orthopsychiatry, 73 (3), 324-333.
- ✚ Lukens, E., Thorning, H., &Lohrer, S. (2004). Sibling perspectives on severe mental illness: Reflections on self and family. American Journal of Orthopsychiatry, 74 (4), 489-501.

- ✚ Riebschleger, J. (2001). What do mental health professionals really think of family members of mental health patients? American Journal of Orthopsychiatry, 71 (4), 466-472.

### Chapter Three: **APPROCHES OF PSYCHIATRIC SOCIAL WORK PRACTICE**

- Social Work Approach to the problem of Mental illness.
- Social Work Approach to the problem of Mentally Retarded
- Multi-Disciplinary Approach in Mental Health Settings

#### Readings:

- ✓ Robert J.W( 1998 ) :Psychiatry for medical students Chennai medical publishers.
- ✓ Mak, W. (2005). Integrative model of care giving: How macro and micro factors affect caregivers of adults with severe and persistent mental illness. American Journal of Orthopsychiatry, 75 (1), 40-53.
- ✓ World Health Organization. Nations for Mental Health Project: Psychiatric Notes for Volunteer Community Workers in Ghana. Retrieved March, 2009, from [http://www.who.int/mental\\_health/policy/education/en/](http://www.who.int/mental_health/policy/education/en/)

### Chapter Four: **PSYCHO SOCIAL REHABILITATION FOR PSYCHIATRIC PATIENTS**

- Role of psycho-social care givers
- Mental Health Module for Psycho-social care givers
- Problem solving methods of Psychiatric patients

#### Readings:

- £ Bentley, K.J. (Ed.) (2002). Social Work Practice in Mental Health: Contemporary Roles, Tasks, and Techniques. Pacific Grove, CA: Brooks/Cole. (*Practice*).
- £ Gould, N. (2010). Mental health social work in context. New York, NY: Routledge

### Chapter Five: **OVERVIEW OF MENTAL HEALTH ISSUES IN ETHIOPIA**

- ✚ Stigma and Discrimination, and Mental Health
- ✚ Mental Health Laws in Ethiopia
- ✚ National Mental Health Strategy (mhGap) in Ethiopia

#### Readings:

- Alem, A., Desta, M., & Araya, M. (1995). Mental health in Ethiopia: EPHA Group report. *Ethiopian Journal of Health Development*, 9 (47).
- World Health Organization, *Mental health: facing the challenges, building solutions*. Report from the WHO European Ministerial Conference. 2005, WHO Regional Office for Europe: Copenhagen, Denmark.