Seminar in Evidence Based Practices in Mental Health: Master Course Syllabus
(Updated 2014)

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 within the context of a changing service delivery environment. It is designed for MSW students and MSW mental health practitioners. Students will become familiar with evidence-based practices, 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.

Prerequisite: Foundation year in MSW program or equivalent.

COURSE 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 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 in 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 is 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.

READINGS

Required Text and Course Books:


Required Books for optional modules (Optional modules are designated by an asterisk * next to the module title)


CLASS PARTICIPATION

Class sessions will involve a variety of class activities, including discussion and role plays that are essential to learning the course content.

IMPORTANT COURSE RESOURCES

The EBP Project website – includes the course syllabus, fidelity scales, class exercises, participating schools, and project faculty forms:

URL: www.omh.state.ny.us/omhweb/adults/swebp/faculty

Throughout the syllabus, you will see in the resource section of many of the modules: Center for Practice Innovations (CPI) Resources.

Web based resources are available in two ways from CPI:

1.) A number of videos and other materials are available directly by accessing their website on the internet: http://www.practiceinnovations.org/

2.) Online training modules, course, and webinars are available through the CPI Learning Management System (LMS) which is available to all current EBP Project Award students and any students registered for this course, the Seminar in Evidence Based Practices in Mental Health. To access the LMS materials, students will need a login and password issued by the Center for Practice Innovation (CPI). Student will need to contact the course instructor or the EBP Project Faculty Director for this, so directions should be provided.

Instructions and locations for accessing all CPI resources are provided in the modules under “Resources.”

For initial faculty registration, please e-mail Lucy Newman at: Lucy.Newman@omh.ny.gov CPI staff will then contact and guide faculty through obtaining access to trainings for themselves and their students. Please note: Asterisk (*) by the module title indicates an
Optional module. CC Content after a reference indicates that the item will satisfy cultural competence or diversity requirements. A list of materials available as electronic attachments is provided at the end of the syllabus; these may be obtained as needed upon request from UBCC.

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1. Changing ideas about mental illness and individuals diagnosed with Serious Mental Illness (SMI)  
   A. Epidemiological Research about MI*  
   B. Recovery  
   C. Person-Centered Practice  
   D. First Break Intervention strategies*  
   E. Trauma and Serious Mental Illness*  
   F. DSM 5; overview of changing views of diagnoses. *

2. The Context of Serious Mental Illness and Recovery  
   A. Family and Shared Decision Making  
   B. Peers and peer support  
   C. Homelessness: Housing First and Critical Time Intervention*  

3. Established and Emerging Evidence Based Treatments  
   A. EBPs and evaluating evidence  
   B. Motivational Interviewing  
   C. Cognitive Based approaches  
   D. Wellness Self-Management  
   E. Supported Employment  
   F. Integrated Treatment for Co-Occurring Disorders  

4. The Organizational Context for Services  
   A. Integrated Care Delivery Systems  
   B. Assertive Community Treatment (ACT)  

List of Electronic Attachments available from UBCC by request  

Section 1. Changing ideas about mental illness and individuals diagnosed with Serious Mental Illness (SMI)

   A. Epidemiology of Mental Illness and Serious Mental Illness* (Rufina Lee, Hunter College)

Module Objective: Overview of the epidemiology of mental illness and serious mental illness in the United States and throughout the world. Also, highlights that serious mental illness is a policy term for the purposes of estimating state block grant funding, in addition to its use as a clinical standard. * denotes Optional Module

Topic Outline:
- What is a mental illness?
- What is serious mental illness (SMI)?
- Prevalence estimates in US and throughout the world

Readings:

1. For intro to psychiatric epidemiology:


2. Most recent prevalence estimates of mental disorders and serious mental illness in the US:


3. To provide history and context for the term of “serious mental illness” (SMI) and how it is a specific policy term and measure that was created by Ron Kessler and colleagues for the purposes of giving States a method to measure SMI as required by federal block grants:


4. Prevalence estimates of mental disorders throughout the world:


PowerPoint Slides – Introduction to Epidemiology of Mental Illness by Rufina Lee (available as an electronic attachment from UBCC)

B. Recovery (Catherine Dulmus, University at Buffalo)

Module Objective:
- Demonstrate a working knowledge of the recovery paradigm as it relates to working with individuals with a diagnosis of serious mental illnesses.

Topic Outline:
- Overview of Recovery framework and principles
- Historical context and current trends
- Stigma
- Policy and funding implications
- Evidence supporting the Recovery movement

Readings:


**Resources:**

UB SSW Podcast: Episode 23 - Bruce Nisbet, LMSW
Empowerment and Recovery: The Impact of George W. Bush's "President's New Freedom Commission on Mental Health"
URL: http://www.socialwork.buffalo.edu/podcast/episode.asp?ep=23

UB SSW Podcast: Episode 19 – Dr. Michael Hogan
The "President’s New Freedom Commission on Mental Health": Promise, Progress and Challenge.
URL: http://www.socialwork.buffalo.edu/podcast/episode.asp?ep=19


**Additional reading resource:**


**CPI Resources:**

Center for Practice Innovations (CPI) website: Voices of Recovery Videos
Start on CPI Home page: URL: http://www.practiceinnovations.org/
Click “Consumers and Families” Tab on toolbar, then “View all Content”:
Select from “Voices of Recovery” Videos:
(a) Fulfilling my Dream, Ryan: Recovery story about consumer who had a form of Schizophrenia.
(b) One Door Closes, Another Opens; Tools for Getting Better, Corey: Recovery story about consumer who had Schizoaffective Bipolar Disorder.

Center for Practice Innovations (CPI) Online Training - Learning Management System (LMS):
Start on CPI Home page: URL: http://www.practiceinnovations.org/
Select “Enter Learning Community” from the toolbar. (Contact EBP Project Faculty for log-in information/access.)
Select “Learning” (next to “Home” tab) on toolbar, then “Browse for training” on drop down menu and click “FIT” on the left side of the page. Scroll down to find “Recovery and Community Support” also on the left side, and then find:
- FIT Module 24: Philosophy and Perspectives of Recovery (30 min)

C. Person-Centered Practice (Christine Tyrrell, Syracuse University)

Module Objective:
Define and operationalize the key concepts of person centered practices

Topic Outline
- Person Centered Practices embody a capacity view of the person. The focus is on discovering the person’s attributes, capacities, preferences, and support needs, from their perspective.
- Collaborative planning involves the person, family, natural supports, and treatment providers so that all care and resources are aligned to the person’s goals. Every opportunity is taken to promote the primacy of personal decision making
- Core Values of person-centered work
- Valued social roles and community inclusion
- Discovering what is important to and for the person
- Integrating person centered and evidence based principles

Readings:


Blessing, C. (2005). Carol Blessing’s Pothole Theory or the Collateral Damage of Good Intentions. Unpublished manuscript. (available as an electronic attachment from UBCC)


Davidson, Larry; O’Connell, Maria; Tondora, Janis (2012) Making sure the person is involved in person-centered care in Serious mental illness: Person-centered
approaches. Rudnick, Abraham (Ed); Roe, David (Ed); Milton Keynes, United Kingdom: Radcliffe Publishing, pp.342-363, 375


URL: http://www.personcenteredplanning.org/Estab%20Right%20Relationship%20M.Kendrick.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. (available as an electronic attachment from UBCC)

URL: http://mhavillage.squarespace.com/storage/04TheFourWalls.pdf


Wilkniss, Sandra; Corrigan, Patrick (2012). Implications of person-centered care for evidence-based practices. In *Serious Mental Illness: Person-centered approaches.* Rudnick, Abraham (Ed); Roe, David (Ed); Milton Keynes, United Kingdom: Radcliffe Publishing, pp.322-329, 375

Resources:

Additional reading resource:

D. First Break Intervention Strategies: Early Intervention for First Episode of Psychosis* (Rufina Lee, Hunter College)

Module Objective:
To provide an overview of the international 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.
* denotes Optional Module

Readings:
1. Evidence for low doses of antipsychotic medications

2. Evidence for cognitive and behavioral psychotherapy


3. Evidence for family education and support


4. Evidence for educational and vocational rehabilitation


5. Evidence for bringing the above components together in to a coordinated specialty care program (CSC)


**Resources:**
For description of the two Recovery After Initial Schizophrenia Episode (RAISE) Coordinated Specialty Care (CSC) interventions in US (including OnTrackNY in New York State) and copies of their manuals:

**Powerpoint Slides:** OnTrackNY: Early Intervention for First Episode Psychosis in New York (available as an electronic attachment from UBCC)

**Resources from Center for Practice Innovations (CPI)**

1. **Center for Practice Innovations (CPI) LMS: OnTrackNY**
   Start on Home page at URL: [http://www.practiceinnovations.org/](http://www.practiceinnovations.org/)
   Select “Learning Community Login” on toolbar, Login with User ID and Password*, click on box for OnTrackNY in the second row of icons, then select “Start a new Online Training” and select: **OnTrackNY: Resources for All Team Members**, and scroll down to find:
   **OTNY SA Webinar 1: Overview of OnTrackNY Team Approach to Substance Use for Young People with FEP and Motivational Interviewing for Young People**

2. **Start on Home page at URL:** [http://www.practiceinnovations.org/](http://www.practiceinnovations.org/)
   Select “Learning Community Login” on toolbar, Login with User ID and Password*, click on box for OnTrackNY in the second row of icons, then “Click here to see the OnTrackNY Curriculum Guide” for various readings and resources listed by topic. Many online resources as well, particularly toward the end.

3. **Center for Practice Innovations (CPI) Website: Videos**
   Start on Home page at URL: [http://www.practiceinnovations.org/](http://www.practiceinnovations.org/)
on Home page, click “Consumers” link on toolbar, then “View all videos”. Select:
   - Turning Points, Ryan: Story about experience with first Psychotic episode
   - When My Son Became Ill, Barbara: A Parent’s experience with a child when he had his first break
   - Advice from a Parent, Linda: A Parent’s story of having a child with mental illness
   - Learning What Helps, Sherri: Story about first break.

**E. Trauma and Serious Mental Illness (Beth Russell, Greater Rochester Collaborative MSW Program)**

**Topic Outline**
- Role of trauma and serious mental illness as an area of emerging research.
• Epidemiology of trauma and severe mental illness.
• Etiology of trauma, post-traumatic stress disorder, and related illnesses in individuals with a diagnosis of serious mental illness.
• Trauma Informed Care- What is it and how does it fit with EBP?
• Implications for service delivery: assessing trauma in individuals with a diagnosis of serious mental illness.

Readings:

Butler, L. & Wolf, M. (fall 2009). Trauma-informed care: Trauma as an organizing principle in the provision of mental health and social services. Trauma Psychology Newsletter p. 7-11


Gray, M. J. Elhai, J. D. & Schmidt, L.O. Trauma Professionals’ Attitudes Toward Evidence-Based Practices. *Behavior Modification*, 31, 732. (CC Content)

Resources
Supplemental Reading resources:


National Center for Trauma Informed Care (provides link to SAMHSA’s Women, Co-occurring Disorders & Violence Study) provides training and technical assistance, and resources. URL: http://www.samhsa.gov/nctic/trauma-interventions

National Center for PTSD: URL: http://www.ptsd.va.gov/ Includes treatment manuals and an online searchable database of trauma articles, called PILOTS.


**Webcasts**

**Gift from Within.** Several PTSD webcasts featuring Dr. Frank Ochberg.

**UB SSW - Living Proof Podcast Series** with related trauma themes.
URL: www.socialwork.buffalo.edu/podcast/.
Titles include:
- #32 - Dr. Harold Kudler. Helping veterans and their families succeed: Current research and practice guidelines in managing traumatic stress
- #35 – Dr. Elizabeth Tracy. Social networks and trauma: substance abuse and dual diagnosis among women.
- #38 and 40 – Dr. Mo Yee Lee. Integrating body, mind and spirit social work: Research and practice with female trauma survivors.
- #45 – Dr. Sharon Bowland. Strength and Struggle: Spirituality and recovery from trauma.
- #50 – Dr. Judith Herman. Justice from the victim’s perspective.

**video.google.com.** PTSD treatment – Dr. Robert Brown

**F. DSM 5; Overview of changing views of diagnoses.**

**Module Objective:**
Demonstrate a working knowledge of the DSM 5 diagnostic criteria for schizophrenia, schizoaffective disorder, bipolar disorder, and co-occurring substance-related and addictive disorders, along with the DSM 5 cultural formulation, as they relate to evidence-based social work practice, within the recovery paradigm of the course.

**Topic Outline:**
- DSM 5 diagnostic criteria for schizophrenia
- DSM 5 diagnostic criteria for bipolar disorder
- DSM 5 diagnostic criteria for major depressive disorder
- DSM 5 diagnostic criteria for substance-related and addictive disorders
- DSM 5 cultural formulation
Suggested Class Exercises:
1. Listen to the New York Times feature below on voices of people with psychiatric disabilities in schizophrenia and discuss how these individuals process having the diagnosis, relating it to the course’s recovery paradigm.
2. Read the New York Times article below titled “When My Crazy Father Actually Lost His Mind.” Discuss the impact of bipolar disorder on families, in the context of the evidence-based practices taught in this course.

Readings:


DOI: 10.1177/1049731513510048

DOI: 10.1177/1049731513491326

DOI: 10.1177/1049731513505152

Resources
NIMH: “Bipolar Disorder.”

NIMH: “Schizophrenia.”
URL: http://www.nimh.nih.gov/health/topics/schizophrenia/index.shtml


New York Times Magazine: “When My Crazy Father Actually Lost His Mind.”
URL: http://www.nytimes.com/2012/06/24/magazine/when-my-crazy-father-actually-lost-his-mind.html?emc=eta1

URL: http://www.insocialwork.org/
Section 2. The Context of Serious Mental Illness and Recovery

A. Shared Decision Making and Working with Families* (Ellen Lukens, Columbia University)

Module Objective:
- Demonstrate a working knowledge of shared decision making as it relates to the both those with illness and with the potential involvement of families in the context of the recovery paradigm.
- Demonstrate a working knowledge of the various approaches to working with families in the context of evidence-based practice.

Topic Outline:
- Overview and definition of shared decision making
- Strategies and implications for shared decision making for those with illness
- Strategies and implications for various approaches to working with families
  - Family to family programs
  - Family psycho-education
- Ethical, policy and funding implications
- Shared decision making it relates to strategies for recovery

Class Exercises:
Suggest planning an in-class role play between social worker and individual with illness regarding either a) general issues related to care planning and shared decision making and/or b) possible family involvement in care (for part b. see article by Dixon et al, 2014, cited below).

Required Readings:


Resources: 
Additional reading resources: 


Videos:  
“Pat Deegan on Emancipatory Technologies”. Available on Youtube. URL: http://www.youtube.com/watch?v=lwdothhabCNQ  
“Recovery from Mental Disorders: A Lecture by Patricia Deegan”. Available on Youtube. URL: http://www.youtube.com/watch?v=jhK-7DkWaKE


CPI Resources: 
Center for Practice Innovations (CPI) Online Training - Learning Management System (LMS): 
Start on CPI Home page: URL: http://www.practiceinnovations.org/
Select “Learning Community Login” from the toolbar. (If needed, contact EBP Project Faculty for log-in information/access.)
Select “Learning” (next to “Home” tab) on toolbar, then “Browse for training” on drop down menu and click “ACT” on the left side of the page. Scroll down to find the pages for:
- ACT Webinar Slides: Patient-Centered Care and Shared Decision Making

**Center for Practice Innovations (CPI) website: Voices of Recovery Videos**
Start on CPI Home page: URL: http://www.practiceinnovations.org/
Click “Consumers” Tab on toolbar, then “View All Videos”:
Select:
- When I Wanted to Get Sober, Corey: How support group and family helped him recover.
- Dealing with Paranoia, Melissa: Story about how family support helped recovery.
- Advice from a Parent, and Finding Supports: A Parent’s Story, Linda: Parent’s description of how she helped her son and how she found support.
- Reconnecting with Friends, Patrick: Development of a support network.

**B. Peers and peer support* (Eric Hardiman, University at Albany)**

**Module Objective:**
- Demonstrate an understanding of the use Demonstrate an understanding of the value and importance of promoting peer support strategies for consumers of mental health services.

**Topic Outline:**
- Overview of peer support framework and guiding principles
- Historical context and current trends
- Mechanisms for consumer-provided services and peer support
- Evidence supporting the use of peer support as a mental health intervention
- Collaboration between traditional providers and peer support organizations
- Workforce issues and other challenges to implementing peer support

**Readings:**


**Resources:**

**Additional reading resources:**


**SEE ME SCOTLAND** – an innovative program of awareness raising and local and national activities that challenge the discrimination associated with mental ill-health. Site includes numerous resources on stigma, public education, community involvement, peer support, etc. URL: http://seemescotland.org/

**National Empowerment Center** - a consumer/survivor/ex-patient-run organization that promotes a message of recovery, empowerment, hope and healing to people with lived experience with mental health issues, trauma, and and/or extreme states. Site includes articles, videos, information, and a variety of other resources. URL: http://www.power2u.org/

**National Mental Health Consumers' Self-Help Clearinghouse** – a peer-run national technical assistance center, featuring resources, publications, training materials, etc. URL: http://www.mhselfhelp.org/

**New York Association of Psychiatric Rehabilitation Services** - a statewide coalition of people who use and/or provide recovery oriented community based mental health services URL: http://www.nyaprs.org/

**Mental Health Empowerment Project** – a peer-run not-for-profit corporation organized in 1988 to develop and strengthen self-help and mutual support/recovery activities throughout the United States. URL: http://www.mhepinc.org/

**Strength of Us** - an online community designed to empower young adults through resource sharing and peer support and to build connections for those navigating the unique challenges and opportunities in the transition-age years.

URL: http://strengthofus.org/

**Star Center** – one of the five National Technical Assistance Centers funded by SAMHSA to support mental health systems transformation. The purpose of the overall program is to provide technical assistance that facilitates the restructuring of the mental health system by promoting recovery and consumer directed approaches.

URL: http://www.consumerstar.org/

**The Temple University Collaborative on Community Inclusion of Individuals with Psychiatric Disabilities** - information and resources about community participation and community integration for individuals with psychiatric disabilities. Includes journal articles, toolkits and monographs, and exemplary program descriptions focusing on key issues including peer support.

**New York State Office of Mental Health – OCA (Office of Consumer Affairs)** –

Slides from webinar on the Peer Certification Process in New York State:


Slides from webinar on the Academy of Peer Services in New York State:


**Video Links:**

‘See Me’ – I’m a Supporter (short video about mental health issues and the impact of support from family, friends & community).

URL: https://www.youtube.com/watch?v=nqQHDxPtlLk

Peer Perspectives: Promoting Recovery through Peer Support (Canadian Mental Health Association)

URL: https://www.youtube.com/watch?v=bDW6znQB76E

Peer-Run Crisis Respite Programs: An Introduction

URL: https://www.youtube.com/watch?v=PZ8fwlf-Cd

Shery Mead (interview): Intentional Peer Support

URL: https://www.youtube.com/watch?v=galCFMffzQA

Peer Recovery Support: Leveraging Personal Experience in Helping Others (University of California Television/UCTV)

URL: https://www.youtube.com/watch?v=4zcRXzVjaOM

Mental Health Peer Support Champions, Uganda 2013

URL: https://www.youtube.com/watch?v=d40zY0sEJLY

Peer Support Bereavement Groups for Adults

URL: http://www.youtube.com/watch?v=sLZW0vJO_Il&feature=share&list=PL3R09T1c_0-0WFUGxzOBbPPNVecWB1KK&index=5
Inspiration Through Empathy: Peer Support
URL: https://www.youtube.com/watch?v=bkF6bV6NIH4&index=8&list=PL3R09T1c_0-0WFUGxzOBbPPNVecWB1KXXK

Self-Help Alliance – Peer Support
URL: https://www.youtube.com/watch?v=us4G5LOjLek&index=34&list=PL3R09T1c_0-0WFUGxzOBbPPNVecWB1KXXK

Peer Support and Wellness Center (Georgia) – A Documentary
URL: https://www.youtube.com/watch?v=HDgZyZ9Z2GA&list=PL3R09T1c_0-0WFUGxzOBbPPNVecWB1KXXK&index=39

Wounded: The Battle Back Home – Family/Peer Support
URL: https://www.youtube.com/watch?v=HYShBk4d1XU

**Center for Practice Innovations (CPI) website: Videos**
On the CPI Home page: URL: http://www.practiceinnovations.org/
Click “Consumers” Tab on toolbar, then “View All Videos”:
Select:
(a) One Door Closes, Another Door Opens: Experience with peer support.
(b) Knowing What It’s Like, William: Experience with peer staff.

**Center for Practice Innovations (CPI) Online Training - Learning Management System (LMS):**
Start on CPI Home page: URL: http://www.practiceinnovations.org/
Select “Learning Community Login” from the toolbar. (If needed, contact EBP Project Faculty for log-in information/access.)
Select “ACT” icon on the left side of the second row.
Select “Watch an archived webinar or webinar series”, then select “Practitioner Skills and Competence” and “Archived Peer Specialist Webinar”
Within this section you will find:
- Peer Specialist Module: ACT: Peer Specialists: ACT and Beyond (2013)

**C. Homelessness (Eric Hardiman, University at Albany)**

**Module Objective:**
Demonstrate a working knowledge of the primary evidence-based interventions addressing the intersection of mental health and homelessness.

**Topic Outline:**
- Overview of approaches to homelessness and housing
- History of Federal responses to homelessness
  - Stewart B. McKinney Homeless Assistance Act
  - US Interagency Council on Homelessness
- Mental health and homelessness
- Overview of interventions and their published evidence
  - Housing First
  - CTI (Critical Time Intervention)

**Readings:**


**Resources:**
Corporation for Supportive Housing. URL: http://www.csh.org/
The Supportive Housing Network of New York. URL: http://shnny.org/
Critical Time Intervention. URL: http://www.criticaltime.org/

History of the McKinney Act:
URL: http://education.wm.edu/centers/hope/resources/mckinneyact/

United States Interagency Council on Homelessness:
URL: http://usich.gov/

Section 3. Established and Emerging Evidence Based Treatments

A. Introduction to Evidence-based Practice and Evaluating Evidence (G. Lawrence Farmer, Fordham University)

Module Goals/Purpose:
- To provide students with an understanding of 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.

Module Learning Objective:
To develop students’ ability to distinguish, appraise, and integrate multiple sources of knowledge in their engagement in an evidence-based practice decision making process.

Topic Outline:
Overview of Evidence-Based Practice
- What is Evidence Based Practice
- Serious Mental Illness, Recovery and Evidence-Based Practice
- Ethical issues in Evidence-Based Practice

Evaluating Evidence
- Evidence in the Context of Social Work Practice
- The Nature of Evidence
- Evaluating the Evidence

Readings:


Supplemental Resources
Video: Inside Outside: Building a meaningful life after the hospital. Pat Deegan, PhD, 2004, 50 min. Video available online: search by title using Google or other search engine.

Blog - Evidence-based clinical improvement, critical appraisal & medical decision-making help. Available online at this URL: http://delfini.org/blog/?p=416

Lansing Community College Library – Evidence Based Practice Resources
Available online at this URL: http://libguides.lcc.edu/content.php?pid=280891&sid=2313384

National Center for Biotechnology Information - A Framework to Facilitate the Use of Systematic Reviews and Meta-Analyses in the Design of Primary Research Studies [Internet]- Available online at this URL: http://www.ncbi.nlm.nih.gov/books/NBK83626/

Power Point Slides:
Barber, J., Baus, S., Gambrill, E., Gibbs, L., and Shlonsky, A. Practical Experience Teaching Evidence-Based Practice (available as an electronic attachment)


B. Motivational Interviewing* (Juan Pena, Hunter College)

Module Objective:
Demonstrate a working knowledge of the Motivational Interviewing (MI) framework and develop MI skills related to engagement, focusing, evoking, and planning.

Topic Outline:
- Overview of MI framework and principles
- MI Engagement Skills
- MI Focusing Skills
- MI Evoking Skills
- MI Planning Skills

Suggested Class Exercises / Assignment: Motivational Interview Role-Play
Techniques and principles from Motivational Interviewing will be taught and practiced as part of a skills lab. Students will perform two role-plays during the semester to allow for adequate development of skills via practice and feedback from instructor and classmates. The role-plays will be approximately seven minutes long per student. As part of this role play students will be expected to: 1) effectively use an opening statement, 2) determine the problem area of focus for session (counselor must be directive), 3) assess tasks to be focused on, 4) demonstrate proper use of active listening, empathy, authenticity, and pacing, 5) use MI techniques to elicit change or confidence talk, 6) use MI techniques to respond to resistance, 7) avoid techniques that are not consistent with MI principles or spirit, and 8) execute MI techniques with professional demeanor and finesse.

Readings:

**Related assignments:**
Case Study and Related Questions - see case study attachment and related questions in PowerPoint for this module.

**Resources:**
**Power Point slides:** Motivational Interviewing Conceptual Framework, Submitted by Juan Pena, Hunter College, for MI Module. (available as an electronic attachment.)

**Motivational Interviewing Training DVD:**

**Motivational Interviewing (MI) Series** - Professional Training Series (1998) - Miller and Rollnick - DVD Series (2 disks) or 6 Individual video tapes for each section a – f listed below:

- a. Intro to MI – 41 min
- b. Phase 1: opening strategies part 1 (39 min) – part 2 (51 Minutes)
- d. Feedback and information exchange – 55 min.
- e. MI in medical settings – 48 min.
- f. Phase 2: Moving towards action – 37 min.

(Available through OMH/Dean’s Consortium EBP Project Audio-Visual Repository at University at Buffalo/ UBCC.)

**C. Cognitive Based approaches* (Lucy Newman, New York State Office of Mental Health)**

**Course Objective:**
Demonstrate a working knowledge of the recovery paradigm as it relates to working with individuals with a diagnosis of serious mental illnesses.

**Topic Outline:**
- Overview of Cognitive Approaches
  - Review of Cognitive Theory and Cognitive Behavioral Theory
  - Historical context
  - Review of CBT Models:
    - Beck
    - DBT
    - Cognitive remediation
- Evidence for use of Cognitive Approaches for people diagnosed with SMI
  - Schizophrenia
  - Psychosis
  - Co-occurring Disorders
  - Depression

**Class Exercise:**

**CBT exercise:** Have class review the handout: “15 Styles of Distorted Thinking” which identifies common cognitive distortions (available as an electronic attachment).

**Normalizing:** Ask them to identify any of these that they have either experienced themselves or have examples of someone else experiencing.
**Challenges:** Have them or someone else take a shot at reframing or restating the examples in the positive (as counter thoughts).
[Can also be done in small groups or dyads/triads.]

**Readings:**


**Resources:**

Resources from Center for Practice Innovations (CPI)
Center for Practice Innovations (CPI) Online Training - Learning Management System (LMS):
Start on CPI Home page at URL: http://www.practiceinnovations.org/
Select “Learning Community Login” from the toolbar (If needed, contact EBP Project Faculty for log-in information/access.) and login using your CPI LMS username and password.
Select “FIT” in the second row of icons. Click on “Start a new training” and select “Cognitive Behavioral Therapy/Social Skills training which includes:
   1. FIT Module 19: CBT for Coping Skills and Problem-Solving
   2. FIT Module 20: CBT for Treating Anxiety, Depression, and Trauma-Related Problems

2. Center for Practice Innovations (CPI) website: Archived Webinar – Practitioner Skills and Competencies
Use same steps as above to login and go to FIT Training page. Select “Watch an archived webinar or webinar series.” Select “CBT” under “Practitioner Skills and Competencies.” Scroll down to “Cognitive-Behavioral Therapy (CBT): The Functional Analysis Webinar Series for Practitioners” – this has a Curriculum icon for of stacked books to the left.

3. CPI Resources:
Center for Practice Innovations (CPI) website: Voices of Recovery Videos
Start on CPI Home page at URL: http://www.practiceinnovations.org/
Click “Consumers” on toolbar, then “View all Videos”:
Select the following videos:
   (a) Dealing with Paranoia, Melissa: Description of coping skills that helped her with paranoid thoughts. (page 4)
   (b) Managing My Anger, Tina: Experience of using coping skills to manage anger. (page 4)
   (c) Getting Active, Patrick: Description of different activities one can do to remain active. (page 3)

Powerpoint Slide Lectures
(Both available as electronic attachments)

Book
Living with Voices: 50 stories of recovery edited by M. Romme, S. Escher, J. Dillon, D. Corstens, & M. Morris.
“This book demonstrates that it is entirely possible to overcome problems with hearing voices and to take back control of one’s life. It shows a path to recovery by addressing the main problems voice hearers describe – the threats, the feelings of powerlessness, the anxiety of being mad – and helps them to find their way back to their emotions and spirituality and to realizing their dreams.” Many of those who recovered did so outside the mental health system, often networking together with other voice hearers to develop new perspectives and approaches, including the novel notion of engaging the voices with love instead of rejection.

Web Resources and Articles
What is DBT? URL: http://behavioraltech.org/resources/whatisdbt.cfm
Intervoice: URL: http://www.intervoiceonline.org/ is the website of an “international community for voice hearing.”
Recovery from “Schizophrenia” at URL: http://recoveryfromschizophrenia.org is a blog by Ron Unger, a Clinical Social Worker with lived experience. He posts information he comes across: thoughts, theories, whatever. Subjects might include the nature of psychosis, why alternatives to relying on medications are needed, and specific psychosocial alternatives like cognitive therapy. Webpage of specific handouts on CBT for Psychosis handouts - URL: http://recoveryfromschizophrenia.org/cbt-for-psychosis-trauma-psychosis-handouts/

D. Wellness Self-Management* (Beth Russell, Greater Rochester Collaborative MSW Program)

Module Objective:
Demonstrate a working knowledge of Wellness Management as it relates to working with individuals with a diagnosis of serious mental illnesses.

Topic Outline:
- Overview of Wellness Recovery framework and principles
- Historical context and current trends
- Role of Wellness Management in Recovery Paradigm
- Policy and funding implications
- Evidence supporting Wellness Management
- Role of Wellness Management and how it applies to interventions

Readings:


**Resources:**
Mary Ellen Copeland’s website for WRAP - URL: [http://www.mentalhealthrecovery.com/](http://www.mentalhealthrecovery.com/)
Has articles, videos, etc.

**Center for Practice Innovations (CPI) Online Training - Learning Management System (LMS): Wellness Self-Management Modules**
Start on CPI Home page at URL: [http://www.practiceinnovations.org/](http://www.practiceinnovations.org/)
Select “Learning Community Login” from the toolbar. (If needed, contact EBP Project Faculty for log-in information/access.)
Select “WSM” icon in center of second row of icons, for the links for the Wellness Self-Management curriculum, training and resource library.

**Center for Practice Innovations (CPI) webpage** for the Group Leaders Quick Guide to Conducting Wellness Self-Management (WSM) Groups:

**Suggested Assignment:**
*WSM+ Workbook*
Start on CPI Home page at URL: [http://www.practiceinnovations.org/](http://www.practiceinnovations.org/)
Select “Products” from the toolbar. Select Center for Practice Innovations (CPI) WSM+ Workbook PDF Download and follow instructions for download. It will take you to a purchase page but you will not be charged if you have CPI LMS access.

There are 57 worksheets in this workbook. You are to complete one of the three sections of this book (Approximately 20 of the worksheets). Create a case study of a person with a severe and persistent mental illness. You will use this perspective to complete this workbook. You want to think about all the person's different environments, social and work networks, family, symptoms of MI, likes/ dislikes, goals, etc. These worksheets are to be turned in to your professor in paper format. In addition, you are to write a three-page reflection paper, utilizing additional academic sources on how, why, when you would use this with a client with serious and persistent mental illness. You must discuss the research on WSM as well as how you would address fidelity to the model.

**E. Supported Employment * (Lucy Newman, New York State Office of Mental Health)**

**Module Objectives:**
- Describe the importance of using evidence-based practices with individuals with a diagnosis of serious mental illness.
- Discuss for which type of clients the evidence base on a given practice exists.
- Discuss principles for adapting interventions for use with diverse groups of clients.
Describe unique components of assessment and treatment planning that is relevant for each evidence-based practice, client trauma history, and coexisting substance abuse problems for people with serious mental illness.

**Topic Outline: Supported Employment**

- The importance of work for those diagnosed with a serious mental illness
  - Integrated employment as a life-role goal vs. sheltered work or work training
- Historical context: evolution of vocational rehabilitation approaches
  - Impact of cultural/gender differences in VR system population
  - Impact of contextual factors: socio-economic, geographic
- Individual Placement and Support (IPS) model of supported employment: the evidence-based practice
  - Review of the evidence
  - Principles of IPS
    - Difference between IPS and other SE models
  - Core practitioner skills
- The role of the social worker in providing vocational support to clients in competitive employment
- Implications for social work practice.

**Suggested Class Exercises:**

1. Select a section out of the Employment Resource Book (can download at CPI website under IPS). A suggested topic is “My decision to work” pp. 17-21. Have students complete this on their own and then discuss their experience of doing it, what was difficult for them to complete, and what their answers were for specific sections such as “Why do you want to work?” “Pro’s and Con’s” and any questions they answered “Yes” in “How Culture might affect your decisions about working”. How might the answers be different for persons (or a specific person) person diagnosed with serious mental illness? This discussion can be done as a class group in small classes or can be in dyads, triads or small groups in larger classes.

2. Other possible sections to use as exercises and a basis for discussion: “Disclosure and deciding what to say about my background” pp. 100–105. “Interview Tips” - Role-play preparing someone for an interview using one or more of these.

**Readings:**

New York: W.W. Norton


Related assignments:
Have students find and interview a potential employer of their choosing. It can be someone they know, have worked for, or a HR administrator or manager in a small business or commercial setting such as a retail store or a supermarket.

Provide student with a script or a series of interview questions such as:
Have you ever employed a person that you knew was diagnosed with a serious mental illness? If yes, then what was that experience like? Ask them to describe what success or failures occurred. If no, ask them to consider whether they would be willing to do so and what barriers do they think prevents this, and what supports would help them consider this.

After the interview, have the student process record the experience for a short paper, or write a short synopsis of the interview and their reaction to it. Can also be used for a class discussion.

Resources:
Center for Practice Innovations (CPI) Online Training - Learning Management System (LMS): Individual Placement and Support (IPS) Modules
Start on CPI Home page at URL: http://www.practiceinnovations.org/
Select “Learning Community Login” from the toolbar. (If needed, contact EBP Project Faculty for log-in information/access.)
Select “IPS” Icon in center of second row of icons, for the links for the Individual Placement and Support curriculum, training and resources.

IPS training – CPI Online training modules: select “Start a new online training” and review these classes:
1.) Introduction to the Individual Placement and Support (IPS) Model of Supported Employment (45 min)
2.) Job Development (45 min)

ACT and IPS: Training – CPI Online training modules: select “ACT” icon on Home page, then "Start a new online training” and select “Vocational Specialist” (pink tab): Click on “ACT and IPS: Approach to Supported Employment, Parts 1-3 (3 videos)"

Workbook: Employment Resource Book
Employment Resource Book can be bought or downloaded free as a PDF from Products link on Home page. You will need to proceed as though you are purchasing it but the PDF will appear with zeros as purchase price.

CPI Resources:
Center for Practice Innovations (CPI) website: Voices of Recovery Videos
Start on CPI Home page at URL: http://www.practiceinnovations.org/
Click “Consumers” on toolbar, then “View all Videos”:
Select the following video:
- Working, Melissa: Speaks about process of getting job and the challenges overcame to keep this job.

InSocialWork® Podcast Series
UB SSW Podcast - Episode 29 Dr. David Biegel: Facilitators and Barriers to Supported Employment for Individuals with Co-Occurring Disorders
URL: http://www.socialwork.buffalo.edu/podcast/episode.asp?ep=29

Video: Working wonders through supported employment – introducing IPS Supported employment
URL: http://dartmed.dartmouth.edu/spring10/html/working_wonders_we/

URL: http://dartmed.dartmouth.edu/spring10/pdf/working_wonders.pdf

SAMHSA’s supported employment tool kit (free PDF downloads)
URL: http://store.samhsa.gov/product/SMA08-4365

Notes on additional resources:
- CPI has extensive online materials for IPS so the readings have been reduced to encourage their use.
- CPI also has slides available for use on some IPS topics.
- The two readings with cultural diversity content are roughly equivalent, so reading both is probably not necessary. Both studies collapse racial minorities into 4 classification groups.
  o The Olney and Kennedy article focuses on racial disparities in service utilization and employment outcomes in a population of adults with disabilities who receive vocational rehabilitation (VR) services.
  o The Capella article focuses on whether there are differences for racial minorities and women in acceptance rates, employment outcomes and quality of closures in the state-federal VR system, for the whole VR service population.

F. Integrated Treatment for Co-Occurring Disorders* (Carmela Pirich, Binghamton University)

Module Objective:
Demonstrate a working knowledge of integrated dual disorder treatment as it relates to working with individuals with a diagnosis of serious mental illnesses.

Topic Outline:
- Screening and assessment tools in the public domain
- Understanding substance use disorders and changes in the DSM-V
- Traditional substance use disorder treatment and the integration of recovery oriented/strengths based treatment
- Substances of abuse and the opiate epidemic
- Effective approaches/challenges in providing integrated dual disorder treatment
- Developing an integrated recovery plan
- Coordination of care and collaboration
- Organizational context of implementing and providing integrated dual disorder treatment
- Assessing capability

**Suggested Class Exercises:**
- Case studies
- Use of the Dual Diagnosis Capability In Addiction Treatment (DDCAT) instrument to assess organizational capacity. DDCAT Toolkit can be found at this URL: https://www.centerforebp.case.edu/resources/tools/ddcat-toolkit

**Readings:**


**Related assignments:**
Using the New York State Clinical Records Initiative (NYSCRI) forms students will complete a comprehensive assessment, substance use assessment, and mental status addendum. Forms, manual and additional information about NYSCRI can be found at this URL: [https://www.omh.ny.gov/omhweb/nyscri/](https://www.omh.ny.gov/omhweb/nyscri/)

**Resources:**
Substance Abuse Treatment for Persons with Co-Occurring Disorders (SAMSHA) TIP 42: available in digital format as a free PDF download at this URL: [http://store.samhsa.gov/product/TIP-42-Substance-Abuse-Treatment-for-People-With-Co-Occurring-Disorders/SMA13-3992](http://store.samhsa.gov/product/TIP-42-Substance-Abuse-Treatment-for-People-With-Co-Occurring-Disorders/SMA13-3992)
Video series: Integrated Dual Disorder Treatment (Dartmouth) – 14 videos
URL: http://www.youtube.com/view_play_list?p=85C1E36206E17BB3

Resources from Center for Practice Innovations (CPI) Center for Practice Innovations (CPI) website:
Videos:
Start on CPI Home page at URL: http://www.practiceinnovations.org/
Click “Consumers” on toolbar, then “View all Videos”:
Select the following videos:
• Integrated Treatment Helped Me, Thomas: How integrated treatment contributed to his recovery process.
• When I Wanted to Get Sober, Corey: How using drugs and drinking perpetuated his mental illness.
• Managing My Recovery, William: Speaks about how he used to self-medicate with drugs and alcohol, and how that just perpetuated his problems
• Clearing My Mind, Tina: Story about how marijuana affected her mental health.

Center for Practice Innovations (CPI) Online Training - Learning Management System (LMS): Focus on Integrated Treatment (FIT) Modules
Start on CPI Home page at URL: http://www.practiceinnovations.org/
Select “Learning Community Login” from the toolbar. (If needed, contact EBP Project Faculty for log-in information/access.)
Select “FIT” icon in second row of icons, for the links for the Focus on Integrated Treatment curriculum, training and resources.

Click on “Start a new online training” and select “Leadership Skills to find:
• FIT Module 02: Leadership Skills: Implementing Co-Occurring Disorders (COD) Treatment (30 min)

Click on “Start a new online training” and select “Medication/Medical” to find:
• Fit Module 29: Medication /Medical: Understanding the Use of Medications for Clients with COD (30 min)

4. The Organizational Context for Services

A. Integrated Care Delivery Systems (Ellen Tuchman, New York University)
Week 1
Module Objective:
To introduce social work students to integrated behavioral health systems as it relates to working with individuals with a diagnosis of serious mental illnesses.

Topic Outline:
• Introduction to Integrated Healthcare and the Culture of Health
• Integration models and continuum of integration
• Evidence for integration
• Multidisciplinary practice
• The medical model and the different languages of healthcare
• Payment models and ramifications to social work practice
• Facilitators and barriers to integrated healthcare

Readings:


Related assignments:
Medication Scenario - John is your client. He is a single white male 59 years old. He suffers from chronic pain and has been diagnosed with Major Depressive Disorder. The medication prescribed for John is Cymbalta, which is quite expensive. John currently is not covered by health insurance. Conduct an online search to investigate indigent medication programs available and identify one program that could be used to assist your client. Write a two-page summary describing the medication assistance program that best suits John’s needs. Briefly discuss the various assistance programs that you explored and what you have learned from this activity.

Resources:
YouTube video: Cultural Competency for Healthcare Providers
URL: http://www.youtube.com/watch?v=dNLtAj0wy6I

Week 2
Medical, Psychiatric, and Substance Abuse Integrated Models
Module Objective:
To introduce social work students to medical, psychiatric and substance abuse integrated behavioral health models as it relates to working with individuals with a diagnosis of serious mental illnesses.

Topic Outline:
• Common Behavioral Health Conditions in Primary Care
Importance of integrated behavioral health services in primary care
5 A’s model for integrated behavioral healthcare
Depression epidemiology, facts, and integrated care model for depression (IMPACT)
Medication and Integrated Healthcare – Medication Management
Screening, Brief Intervention, Referral to Treatment (SBIRT)

Readings:

Resources:
The Agency for Healthcare Research and Quality (AHRQ) Academy for Integrating Behavioral Health and Primary Care: URL: https://integrationacademy.ahrq.gov/

B. Assertive Community Treatment (ACT)* (Richard Morgan, Stony Brook University)

Module Objective:
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.

Topic Outline:
• Overview of ACT framework and principles
• Historical context and current trends
• Policy and funding implications
• Evidence supporting ACT as a treatment program for individuals with SMI

Required Readings:


**Suggested assignments:**
1. Field visit to an ACT team meeting or accompany an ACT team member on a field visit.
2. Have students access the Cochrane Database for the most recent RCT evidence on ACT.


**Resources:**

**Video:**
Burns, B. J., (Executive Producer), Swartz, M. S. (Executive Producer), & Harron, B. (Producer & Director). (1994). *Hospital Without Walls* [Motion Picture]. Durham, NC: Division of Social and Community Psychiatry, Department of Psychiatry, Duke University Medical Center. (available by request from UBCC)

**Center for Practice Innovations (CPI) Online Training - Learning Management System (LMS):**
Start on CPI Home page at URL: http://www.practiceinnovations.org/
Select “Learning Community Login” from the toolbar (If needed, contact EBP Project Faculty for log-in information/access.) and login using your CPI LMS username and password.
Select “ACT” on the left side of the second row of icons, then “Browse for Training” in the blue square on the bottom right side of page. Scroll down to find “Engagement and Outreach” and then select:
- Online Class for ACT: Engaging Consumers in Assertive Community Treatment (1 hr.)
CD-ROM:
SAMHSA Evidence Based Practice Kit: Assertive Community Treatment (ACT) CD-ROM.
US Department of Health and Human Services Administration, Center for Mental Health Services URL: www.samhsa.gov
Contains PowerPoints, articles about the history and evidence, training materials and other resources.
Available through OMH/Dean’s Consortium EBP Project Audio-Visual Repository at University at Buffalo/ UBCC.

Additional reading resources:
The following are supplemental readings that can be used as suggested readings or resources for this module:


List of electronic attachments available via OMH/Dean’s Consortium EBP Project Coordinating Center at University at Buffalo (UBCC)

1A: Epidemiological Research about MI - Power Point Slides: Evidence-based Practice for Adults with SMI: Mental Illness and Serious Mental Illness (Rufina Lee)

1B: Recovery -
   Power Point Slides: Recovery Concepts and Models, (Cohen)

1C: Person-Centered Practice – Unpublished Manuscript: Carol Blessing’s Pothole Theory

1D: First Break Intervention strategies - Power Point Slides: OnTrack NY Early Interventions (Rufina Lee)

1F: DSM 5; Overview of changing views of diagnose - Power Point Slides: Schizophrenia and Bipolar Disorders in DSM5 (Patricia Joyce)

3A: EBPs and evaluating evidence -
   Power Point Slides: Searching for the Best Evidence (Shipe, 2006)
Power Point Slides: Assessing the Evidence (Bauer, et al.)
Power Point Slides: Recovery Concepts and Models, (Cohen). See 1B

3B: Motivational Interviewing -
   Handout: Case Management Assignment
   Handout: Case Management Assignment Questions
   Power Point Slides: Motivational Interviewing Conceptual Framework (Pena)

3C: Cognitive Based approaches -
   Handout: 15 Styles of Distorted Thinking (Beck)
   Power Point Slides: Core principles of CBT (N. Smyth)

3E: Supported Employment -
   Article: Luciano, A., et al. Supported Employment for People with SMI.
   Manual: Employment Resource Book