



SW636 Mental Health Policies and Service

Winter 2013, Section 001
Mondays from 1:00 – 4:00pm
SSW 2752

Instructor: Julie Kaplan, MSc, LMSW
2798 SSWB; office hours by appointment
jrkaplan@umich.edu

Course Description

This course will cover the various mental health services and programs for adults, children, and youth, and the roles that social workers perform. Promotion, prevention, treatment and rehabilitation services to the mentally ill, developmentally disabled, learning disabled and substance abuse populations will be surveyed. Contemporary policy issues, legislation, ethical issues, controversies, social movements, and trends affecting services to those with mental illness and mental disorders will be discussed. The historical context of services and how the mentally ill have been historically stigmatized and conceptualized will be reviewed, so that students will be able to develop critical thinking about mental health services. The impact of differences in the key diversity dimensions such as ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression) marital status, national origin, race, religion or spirituality, sex, and sexual orientation will be examined, as these relate to various mental health policies and services. This course will also survey the various self-help, mutual aid, and natural/informal helping systems.

Course Content

The processes and politics of mental health policy making and program development will be examined from the perspective of historical, contemporary, and future models of the mental health system. Alternative approaches to defining mental health and mental illness, developmental and other disabilities, and substance related disorders will be addressed. Epidemiological findings about the incidence and prevalence of disorders and the utilization of mental health services will be examined. A review of local, state, and national models for mental health programs and systems, along with consideration of self-help services and advocacy programs, will provide students with an opportunity to understand a range of approaches to promotion, prevention, treatment, and rehabilitation services, financing, and service delivery. This course will include consideration of individual rights, especially the rights of populations at risk, rights regarding civil commitment and treatment, professional roles vis.-a-vis. consumer rights, and consumer advocacy.

Attention will be given to persons with mental illness, developmental disabilities, learning disabilities, and substance abuse disorders-or combinations of these conditions-with special focus on individuals with severe and persistent mental conditions. U.S. mental health policy will be examined as it is enacted in programs and services, social entitlements, financing arrangements, and organizational missions. Ethical and value dilemmas connected to these topics

will be examined within an American as well as comparative historical and cultural context. The major focus of this course will be on public policies and services, with an ongoing examination of the relationships of this public domain to the non-profit and for-profit sector. Special consideration will be given to how the contemporary mental health system relates to and is experienced by economically disadvantaged persons, women, transgendered, lesbian, bisexual, gay, and queer persons, and persons of color.

Course Objectives

Upon completion of the course, students will be able to:

1. Demonstrate knowledge of the historical context of mental health policies and services, and apply this knowledge in making a critical analysis of existing and proposed mental health systems.
2. Identify the social work practitioner's role in mental health policies and services in relation to:
 - a. initiating and modifying policy and programs by providing professional activities, such as advocacy, public education, and service coordination.
 - b. applying the values and ethics of the social work profession to the mental health field, especially the rights of individuals regarding civil commitment, treatment, and social services.
3. Explain how public health concepts and epidemiological data are used in developing and changing policies and monitoring mental health programs.
4. Identify and analyze the effects of oppression, discrimination, stigma, and other negative social influences on consumers of mental health services.
5. Analyze current mental health policies, legal issues, delivery systems, service settings, target populations, and service approaches in relation to contemporary social work practice in mental health.
6. Apply knowledge of the etiology of mental illness and other disabilities and the effects of psychiatric labels on the creation of programs for the prevention of illness and promotion of health in keeping with professional goals of social justice.
7. Discuss typical ethical concerns related to mental health policies and services.

Course Design

The instructor will utilize lectures, guided discussions, and may draw upon exercises, guest speakers, and field visits. References and required readings provide the basis for class discussion, exercises, and written essay assignments.

Theme Relation to Multiculturalism & Diversity:

Multiculturalism and diversity issues will be presented in relation to the various definitions of mental health, mental illness, disabilities, and substance related disorders. Data from epidemiological studies will be examined in order to focus on populations at risk including those defined by ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression) marital status, national origin, race, religion or spirituality, sex, and sexual orientation, in regard to a) incidence and prevalence rates, and b) acceptability, accessibility, availability, and utilization of services.

Theme Relation to Social Justice:	The study of the mental health service delivery system will provide students the opportunity to assess the system in terms of injustice and the effects of stigma and discrimination on those with psychiatric labels and populations at risk. The objectives of social change and social justice will be explored in relation to legal issues and individual rights that pertain to mental health policy making and program development.
Theme Relation to Promotion, Prevention, Treatment & Rehabilitation:	An examination of the community mental health movement will allow for an emphasis on promotion of mental health and prevention of mental illness and disabilities. Research on risk and protective factors related to mental health prevention programs and how knowledge can be translated into effective interventions will be explored.
Theme Relation to Behavioral and Social Science Research:	Behavioral and social science conceptual frameworks and empirical findings will be presented throughout the course, on such topics as: epidemiology of disorders and disabilities; causes of illness and disability; program evaluations on the effectiveness of community-based mental health programs; financing of mental health services; and services to women, ethnic minorities, and economically disadvantaged populations.
Relationship to SW Ethics and Values:	This course will examine current ethical issues and controversies in the field of mental health policies and services. The NASW Code of Ethics will be used to inform practice in this area. Students will analyze ethical issues related to: stigmatization and psychiatric labels; client confidentiality; client rights and prerogatives, especially the rights of populations at risk and those related to civil commitment and treatment; prevention and elimination of discrimination; equal access to resources, services, and opportunities; respect for the diversity of cultures; changes in policy and legislation that promote improvements in social conditions; and informed participation of the public.
Intensive Focus on PODS:	This course integrates PODS content and skills with a special emphasis on the identification of theories, practice, and/or policies that promote social justice, illuminate social injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self knowledge and self awareness to facilitate PODS learning.

COURSE REQUIREMENTS

The course has four major requirements:

1. Class participation – 2%

This class will draw heavily on the insights of students, with class sessions that include a mix of lecture and discussion. *It is critical that students prepare ahead of time by completing the assigned reading. A good grade will only be possible for students who are familiar with the course readings and participate in class.* The number of weekly readings has been limited to a manageable amount to enable students to complete them. Participation in class entails arriving on time, actively listening, and contributing to discussion.

2. Lead a class discussion about the readings – 20%

Choose a day of readings that you would like to present to the class as part of a group. Your presentation should highlight the key points, raise provocative questions, criticisms, points of disagreement or comparison to other or earlier readings, etc. Do not summarize the work since we have all just read it. End your presentation with 3-4 discussion questions. The class will break into smaller discussion groups facilitated by the group members.

3. Policy Memo – 30%

Social workers and our clients are regularly affected by all sorts of policies that were not created by state or federal legislation, affording us many opportunities to be advocates. For this assignment, choose an institutional policy you are familiar with and write a 1-2 page memo that explains the policy, explores its impact on the relevant population, and makes recommendations for action and/or change. The paper should look like a memo and be addressed to the appropriate person (for example, the director of your agency), not to your professor. This is not a research paper, but do cite any relevant sources. **Memos are due in Ctools/Assignments and as a hard copy at the start of class on February 25th.**

4. Research Paper: Analysis of a Mental Health Policy – 45%

Choose a piece of legislation that specifies a policy that pertains to mental health and is connected to your interests. It may be an existing law at the federal or state level, a pending bill under consideration at the federal or state level, or a proposal that has received considerable attention among some policymakers and/or advocates.

Because you can focus in your assignment on a policy that is current law or a bill under consideration, the assignment may be either about 1) identifying what the policy's effects have been, or 2) predicting what its effects will be. The remainder of the assignment is written as though the law is currently action.

Explain what the policy does – does it create new programs, fund services, or prohibit discrimination? Is there any history that is important for understanding what led to the

creation and passage of the policy?

Does the implementation of this policy do what it is supposed to do? How has it affected the intended population? What is good about this policy? What is detrimental? How does it affect subgroups within this population? Pay special attention to socio-economic status, race and ethnicity, gender identity or expression, sexual orientation, and other relevant groups. Lastly, make your own recommendations, with supporting evidence, about how this policy should be implemented, changed, improved, or maintained.

The paper should be 10-12 pages in length and **is due in Ctools/Assignments as an attachment and as a hard copy at the start of class on April 15.**

5. Presentation of your paper – 3%

Prepare a brief presentation to the class of the policy you chose and your analysis. Prepare at least one Powerpoint slide containing your name, the policy you researched, and the main points you wish to highlight. The presentations will be on April 15 and 22. Email me your slide by 9am on the Friday before your presentation.

PREPARING THE CLASSROOM ENVIRONMENT

A successful course is only possible with good discussion and an open classroom environment. Students are highly encouraged to participate in class, offer insights, critique the material, and ask questions. Sometimes students do not ask questions because they seem “obvious”. However, it is most often the case that if *you* have such questions, *others* do too, so they can be the most important ones to ask.

A successful class also depends on a respectful exchange of a diversity of views. When someone voices an opinion counter to your own, I challenge you to both respond respectfully with your thoughts, but also to fully consider the merits of the differing view. What has led your colleague to this opinion? Could you make a compelling case for this viewpoint? It is important that social workers be intellectually open and thoughtful, and that positions be taken after careful analysis of empirical data and consideration of the profession’s normative values. Be respectful of others. If you are waiting for someone to finish so you can say something, then perhaps you’re not listening closely enough. In turn, demand that others respect your views.

Students are encouraged to critique the readings. That said, please extend the same respect to the authors that you do your fellow students. All of them are on the syllabus because they have thoughtfully considered an issue covered in this course. As graduate students, learning to criticize them is key, but please do so in a respectful way.

Finally to ensure a good course, it is necessary that all students have access to the resources they need to fully engage with the material. Therefore, please notify me early on if you require any accommodations due to a disability. Also, please notify me if you will miss a class because of a

religious observance, so that alternative arrangements can be made.

*** If you find yourself having trouble with the classroom environment at any point, I hope you will feel welcome to make an appointment to talk with me about it. ***

PRELIMINARY SCHEDULE OF TOPICS AND READINGS

- Jan 14 Overview of the course
Introduction to Mental Health Policy and Services
- Jan 21 No class - Martin Luther King, Jr. Day
Choose the readings you wish to present
- Jan 28 Session 2: Current Events
Video: The New Asylums
Readings:
- Interlandi, J. (2012). "When My Crazy Father Actually Lost His Mind". New York Times.
 - Long, L. (2012). 'I am Adam Lanza's Mother': A mom's perspective on the mental illness conversation in America. Huffington Post.
 - Hollander, S. & De Avila J. (2013) 'Holes' Are Seen in Kendra's Law. Wall Street Journal.
- Feb 4 Session 3: Evolution of mental health policy in the United States
Email your proposed memo topic
Readings:
- Grob & Goldman. (2006). Policy fragmentation. In *The dilemma of federal mental health policy: Radical reform or incremental change?* (pp. 43-67). New Brunswick, NJ: Rutgers University Press.
 - Frank & Glied. (2006). Policy making in mental health. In *Better but not well: Mental health policy in the United States since 1950* (pp. 91-103). Baltimore, MD. Johns Hopkins University Press.
- Feb 11 Session 4: Mental Health Services as part of Health Care
Guest Speaker
Readings:
- Editorial in the Detroit News: The US Must Improve Mental Health Access, Dec 31, 2012.
 - SAMHSA Consumer Tip Sheet on the Mental Health Parity and Addiction Equity Act
 - Koyanagi, C. (2010) How will Health Reform Help People with Mental Illnesses? An analysis of the Affordable Care Act passed by Congress in 2010 and how it will affect people with psychiatric disabilities. The Bazelon Center for Mental Health Law.
 - Kaiser Family Foundation (2011). Summary of New Health Reform Law. Publication #8061
 - For more information, visit the SAMHSA website on MHPAEA and The Affordable Care Act (links in CTools)

- Feb 18 Session 5: A medical model for mental health service delivery
Video: The Medicated Child
Readings:
- Shorter, E. (1997). Antipsychiatry. A history of psychiatry: From the era of the asylum to the age of Prozac (pp. 272-277). New York: John Wiley & Sons.
 - Shorter, E. (1997). From Freud to Prozac. A history of psychiatry: From the era of the asylum to the age of Prozac (pp. 288-328). New York: John Wiley & Sons.
 - Bitterness, Compulsive Shopping, and Internet Addiction: The diagnostic madness of DSM-V. Slate.com
- Feb 25 Session 6: Advocacy
Policy memos due
Video: When Medicine Got it Wrong
Readings:
- Powell, T. et al. (unpublished paper). Policymaking opportunities for direct practice social workers in mental health and addiction services.
 - Dolgoff, R. & Gordon, M. (1981) Education for Policy Making at the Direct Service and Local Levels. Journal of Education for Social Work.
- March 4 No class – Have a good spring break!
- March 11 Session 7: Treatment, Prevention, and Evidence-based Practice
- Readings:
- Choosing the Right Treatment: What Families Need to Know about Evidence-based Practices. (2007). NAMI.
 - Drake, R.E. et al (2001). Implementing Evidenced-Based Practices in Routine Mental Health Service Settings. Psychiatric Services.
- March 18 Session 8: Disparities and Culture
- Readings:
- Chapters 1 & 2 in “Culture, Race, and Ethnicity A Supplement to Mental Health: A Report of the Surgeon General”. Please also read or skim over at least one of the following chapters:
 - African Americans Chap 3
 - American Indians and Alaska Natives Chap 4
 - Asian Americans and Pacific Islanders Chap 5
 - Hispanic Americans Chap 6
 - McGuire, T. G. & J. Miranda. (2008). New evidence regarding racial and ethnic disparities in mental health: Policy implications. Health Affairs.

- March 25 Session 9: Child Mental Health: School-based Interventions
Guest Speaker
Readings:
- Maag, J.W. and Katsiyannis, A. (2010) School-Based Mental Health Services: Funding Options and Issues. *Journal of Disability Policy Studies* 21(3) 173-180.
 - Dobbs, D. (2012). The New Temper Tantrum Disorder: Will the new diagnostic manual for psychiatrists go too far in labeling kids dysfunctional? *Slate.com*.
 - Lipsitt, M. The IEP Team: The Law, the Reality, and the Dream. National Center for Learning Disabilities.
 - Student Advocacy Center. (2009). *Special Education: Section 504*
- April 1 Session 10: Adolescent Mental Health and Mental Health on College Campuses
- Readings:
- National Institute of Mental Health. *The Teen Brain: Still Under Construction*.
 - Gruttadaro, D. & Crudo, D. (2012). *College Students Speak: A survey report on mental health*. NAMI.
 - Gabriel, T. (2010). *Mental Health Needs Seen Growing At Colleges*. *New York Times*.
- April 8 Session 11: Mental Health, Mental Illness and the Military
Video: The Soldier's Heart
Readings:
- Vogel, S. (2012). Senate approves amendment to expand military mental health care. *Washington Post*.
 - Thompson, M. (2010). *Invisible Wounds: Mental Health and the Military*. *Time Magazine*.
 - Cesur, R. et al (2013). The psychological costs of war: Military combat and mental health. *Journal of Health Economics* 32 (2013) 51-65.
- April 15 Looking Forward; Paper presentations
Research papers due
- April 22 Paper presentations continued