



Winter 2013, Sec 003
Office Hours: Tues 12.15-1.30
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Time and location: Tues 9-12, SSW 3752

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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.

ACCOMMODATION

If you have a disability (mental or physical) and desire accommodation, please make an appointment to see me early in the term.

READING SOURCES

- All required readings are available online. In C Tools, click on Forums.
- **If you have problems with C Tools, consult the experts 734.615.5512, or visit <https://ctools.umich.edu/portal/help/main>**
- See the last page of this syllabus for readings on special topics and supplementary readings.

COURSE REQUIREMENTS AND GRADING

The average amount of required reading is moderate, for two reasons. First, you should have time to read all required readings carefully. Second, you should have time to do a lot of thinking as you read. This class is about thinking through the analysis process more than it is about collecting facts. Note that the reading assignments for some class sessions are longer than others. Try to plan ahead for that variation.

I do not expect you to read the supplemental or optional readings, but I do encourage you to do so if you are really interested in a specific topic.

Preparing for each session by reading, doing the assignments and thinking is the most important thing you can do to enhance the learning experience for the class as a whole. Our discussions and activities should build upon the readings, not repeat and clarify them. We will be analyzing policy issues, not simply describing them. We need every person in the room to be prepared for challenging and creative discussions and classroom activities.

I encourage you to take the prep pledge. 😊

I vow to prepare for each class by doing the readings and assignments carefully and thoughtfully unless a serious emergency prevents me from doing so, because I want the discussions and activities in this class to be as enriching as possible for myself and my classmates. Go Blue!

Course requirements include:

22% WEEKLY CRITIQUES OF THE READINGS

- 2 pts/wk * 11 wks (1 pt for comment + 1 pt for response)
- There are 12 weeks of readings but you are only required to submit for any 11 weeks.
- Upload your comment to C-Tools/Forums by noon on the Sun. before the class.
- Upload your response to C-Tools/Forums by noon on the Mon. before the class.
- Feel free to work ahead.
- Instructions for writing and uploading your critiques to C-Tools are BELOW under GUIDE TO WRITING THE WEEKLY CRITIQUES.

25% DEBATE AND DIALOGUE

- The complete requirements and evaluation of this project are described in a separate document entitled GUIDE TO DEBATE AND DIALOGUE.
- Teams 1 (Public Opinion) and 2 (Social Work) will debate on Feb. 5. They will dialogue on Feb. 19.
- Teams 3 (Veterans) and 4 (DSM-V) will debate on Feb. 12. They will dialogue on Feb. 26.
- *** Submission dates for other related deliverables are detailed in the GUIDE TO DEBATE AND DIALOGUE. ***

10% EDITORIAL/LETTER TO THE EDITOR

- DUE Mar. 12.
- The complete requirements and evaluation of this project are described in a separate document entitled GUIDE TO EDITORIAL.

15% REFLECTIVE ESSAY

- DUE Mar. 26.
- The complete requirements and evaluation of this project are described in a separate document entitled GUIDE TO REFLECTIVE ESSAY.

20% POLICY BRIEF

- DUE: Draft Apr. 7 by noon.
- DUE: Final Apr. 16.
- The complete requirements and evaluation of this project are described in a separate document entitled GUIDE TO POLICY BRIEF.

8% CLASS PARTICIPATION

Active involvement in learning increases what is remembered, how well it is assimilated, and how the learning is used in new situations. In listening to their peers, students hear many different ways of interpreting and applying class material, and thus are able to integrate many examples of how to use the information

The most important ways you can learn in this class are to always complete the readings and assignments and always come prepared to talk in class. The best contributions are those that are relevant to the question at hand. They often build on or respond to the observations of others, make links to prior classes, or draw on materials and lessons from other courses.

Participation is graded on a scale from 1 (lowest) through 8 (highest), using the criteria below. The criteria focus on what you demonstrate and do not presume to guess at what you know but do not demonstrate.

Grade	Criteria
1	<ul style="list-style-type: none"> • Present, not disruptive. • Tries to respond when called on but does not offer much. • Demonstrates very infrequent involvement in discussion.
2-3	<ul style="list-style-type: none"> • Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them. • Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class). • Does not offer to contribute to discussion, but contributes to a moderate degree when called on. • Demonstrates sporadic involvement.
4-6	<ul style="list-style-type: none"> • Demonstrates good preparation: knows case or reading facts well, has thought through implications of them. • Offers interpretations and analysis of case material (more than just facts) to class. • Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. • Demonstrates consistent ongoing involvement.
7-8	<ul style="list-style-type: none"> • Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.). • Offers analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches that take the class further. • Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc. • Demonstrates ongoing very active involvement.

FINAL GRADING SCHEME

Getting an A, versus an A-, versus a B+ will depend on the quality and effort evident in your policy recommendations and general class participation. An A+ is also possible through exceptional contributions via policy recommendations and class participation.

I hope that everyone will earn an A- or higher. I assume you are in this course because you care about the topic and want to take it seriously.

If you have unavoidable circumstances that prevent you from meeting any of these expectations, I am happy to discuss your situation. In general, I'm happy to answer questions about grading.

ASSIGNMENT	%
Weekly critiques	22
Debate/dialogue	25
Editorial	10
Reflective essay	15
Policy brief	20
Class participation	8
TOTAL	100

From the Student Guide

Grades in Academic Courses

Letter grades from "A" through "E" are given for class performance. "A" grades are given for exceptional individual performance and mastery of the material. The use of "A+", "A", and "A-" distinguish the degree of superiority. "B" grades are given to students who demonstrate mastery of the material. "B+" is used for students who perform just above the mastery level but not in an exceptional manner. "B-" is used for students just below the mastery level. "C" grades are given when mastery of the material is minimal. A "C-" is the lowest grade which carries credit. "D" grades indicate deficiency and carry no credit. "E" grades indicate failure and carry no credit.

GUIDE TO WRITING THE WEEKLY CRITIQUE OF THE READINGS

Rationale

The critiques of the weekly readings are intended to: 1) assist you in developing your skills in communicating clearly, concisely, and effectively; 2) enhance your professional development; 3) provide technical skills in formal methods for critiquing the literature; and 4) allow you to demonstrate that you have mastered the material about which you will be writing.

Logistics

Each weekly submission is comprised of a critique (1 pt) and a response (1 pt). You only need to submit 11 weeks out the 12 weeks of readings.

Select a reading/Forum and post your critique by **Sunday noon** before the class in which it appears on the syllabus (1 pt). Review other students' critiques and respond to one of them before **Monday noon** (1 pt). Deadlines are based on the need to review each other's posts before class. The first **critique** is due **Sunday noon, Jan 20**. The first **response** is due **Monday noon, Jan 21**. Feel free to work ahead.

Your critique should be approximately 150 words, single spaced, 12-pt type, with a space between paragraphs.

Please do not use attachments as they are cumbersome in C-Tools. Follow the procedures below to read articles and post your comments. **WE WILL DEMONSTRATE THIS PROCEDURE IN CLASS.**

DOWNLOAD ARTICLE

- Select 'Forums'
- Select forum topic, e.g. 'Policy Debate'
 - Select 'Mental Health Policy Debates'
 - Read and/or save the article

UPLOAD YOUR CRITIQUE

- Write your critique in 'Word'; copy it onto the clipboard
- Select 'Forums'
- Select forum topic, e.g. 'Policy Debate'
- Select 'Discussion'
- Select 'more' if it is offered
- Select 'Start New Conversation'
- Enter your title in the title textbox
- Select the W icon on the taskbar above (very small icon on the top row, about 7th from the left) - this will paste your critique into the large textbox below - OR you can enter text directly into the textbox
- Select 'Post' at the bottom of the screen

UPLOAD YOUR RESPONSE

- Write your response in 'Word'; copy it onto the clipboard
- Select 'Forums'
- Select forum topic, e.g. 'Policy Debate'
- Select 'Discussion'
- Select 'more' if it is offered
- Select the conversation (critique) you wish to reply to, e.g. 'Testing'
- Select 'Reply to initial Message' or 'Reply to This Message'
- Select the W icon on the taskbar above (very small icon on the top row, about 7th from the left) - this will paste your critique into the large textbox below - OR you can enter text directly into the textbox
- Select 'Post' at the bottom of the screen

READ ALL MESSAGES

- Select 'Forums'
- Select forum topic, e.g. 'Policy Debate'

- Select 'Discussion'
- Select 'Display Message Content'

Thoughtful and timely submissions (each critique=1 pt and each response=1 pt) will be worth a total of 22 points toward your grade (11 submission * 2pts/submission = 22 pts). Remember, you only need to submit 11 weeks out the 12 weeks of readings.

Late posts receive no credit because reading and commenting on the reading is part of the preparation for each class (you can post even if you can't be in class). Thus, plan ahead and work ahead if you like.

Criteria

Do not summarize the article or a part of the article. Rather your critique and response should discuss:

- A major idea(s) in the article (cite page number) and;
- Ideas about how the information can be used to improve policy and services. It is always necessary to answer the "so what" question. In other words, discuss a practical application. If you believe there isn't an application, explain why.
- What questions are left unanswered?

The post should discuss your unique impression of the reading, though you are also invited to extend ideas presented in other students' posts. You should expect to contribute to the class discussion about the reading even if it comes up after the assigned date. Thus you may want to bring a print copy of your post to class.

CLASS WEBPAGE

It is important to visit the C-Tools website frequently, as it will be your primary source of course information, announcements and resources. The website will be updated regularly throughout the semester.

INSTRUCTOR AVAILABILITY

My goal is to make the material as understandable, interesting and useful as possible. I am available to meet with students outside the classroom.

Office Hours: 12.15-1.30pm, Tuesdays, 2794 SSW, first come first served. I would prefer to see you during regular hours, but I will meet with you at other times if necessary. To set up an appointment, please email me at sinkewic@umich.edu.

Feel free to contact me via email (**'636' in the subject line**) about others matters - *please check the syllabus and assignment handouts to see if your question has been*

answered previously. But please do this sparingly. I receive more than 50 emails per day and it's all I can do (and sometimes quite a lot more!) to keep up with them all. If you don't hear back from me in a timely way, please just resend your email - and forgive me for getting swamped with the heavy volume of messages I receive.

SCHOLARLY WRITING

If knowledge of social work advances through "principled argument" and critique, it is imperative that our written work be as clear as possible. You will be asked to demonstrate proper grammar and spelling. One good resource is the *American Psychological Association Publication Manual* (5th edition). You are not required to purchase the manual; however, I do encourage you to access it and other writing resources online (e.g., <http://apastyle.apa.org/> and <http://grammar.ccc.commnet.edu/grammar/>). I also find it useful to consult writing manuals to keep from falling into bad habits. The following are highly recommended:

- Becker, H. (1986) Writing for Social Scientists: How to Start and Finish Your Thesis, Book or Article. Chicago: University of Chicago Press.
- Cook, CK. (1985) Line by Line: How to Improve Your Own Writing. Boston: Houghton Mifflin.
- Strunk, W and White E. (1979) The Elements of Style New York: Macmillan.
- Booth WC, Colomb, GG and Williams JM. (1995) The Craft of Research Chicago: University of Chicago Press.

Take advantage of excellent writing resources at UM. Check out the Sweetland Center for Writing. <http://www.lsa.umich.edu/sweetland/>

ACADEMIC INTEGRITY

The class environment should be challenging yet welcoming for all students. If you ever feel this is not the case, please talk to me.

Here are some obligatory words about plagiarism: any instances will be dealt with harshly. If you are unsure how to reference or quote sources, refer to resources such as the following web site: http://owl.english.purdue.edu/handouts/research/r_plagiar.html. Please consult the Standard Practice Guide 303.03 and the U-M College of Literature, Science and the Arts definitions for cheating and plagiarism.

WORK EXPECTATION

The University of Michigan expects a student to put in a minimum of 2 hours weekly preparation for each credit awarded in a graduate/professional school. Thus, you are expected to spend a minimum of 6 hours per week of preparation for this class.

The fine print is for problems that I hope won't arise. But just in case, here are the rules:

ATTENDANCE

Index cards will be distributed at the beginning of each class. The purposes of these cards are to: 1) provide students with the opportunity to ask questions or request clarification; and 2) give feedback on the class; and 3) let me know that you are in attendance.

If you have an unavoidable absence, please find out from other students what was covered in the missed session.

A NOTE ON GRADES

I will endeavor to be honest about your work. This is more useful and ethical than false praise and reward. I will always explain my grading clearly and document my explanations. If you have questions about a grade, you are always welcome to talk with me about it.

If you would like me to reconsider your grade, please submit in writing your evaluation of the paper and your reasons for the request before asking for an appointment. Please refer to any conference about the paper and the understanding we had about the goals and the content of the paper.

A Note on Assignments Handed in Late

All students are expected to submit their work in accordance with class deadlines. In order to be fair, I have developed the following policy: late work will be graded down by one full grade each day it is late UNLESS prior arrangements for an extension have been made with me. I know that extenuating circumstances may arise. In such cases you are expected to communicate with me to work out an arrangement that is mutually acceptable.

PRELIMINARY SCHEDULE OF TOPICS AND READINGS (next page)

PRELIMINARY SCHEDULE OF TOPICS AND READINGS

1-15 Discussion of syllabus and assignments
Week 1 Introductions

Topic

Introduction to Mental Health Policy and Services

- What is mental health policy?
- What do I bring to the mental health policy analysis?

Readings

- none

Resource

U - M Depression Center Resources Support Group Resources

<http://www2.med.umich.edu/psychiatry/umdc/resourcesupport.cfm>

1-22 Topic
Week 2 Research and policy tools

Readings

1. Powell, T. et al. Policymaking Opportunities for Direct Practice Social Workers in Mental Health and Addiction Services.
2. Mental Health Policy Debates- read one of the following two articles
 - Has the war on drugs been effective? In *Controversial issues in social policy*.
 - OR
 - Is outpatient commitment a step forward for mental-health clients? In *Controversial issues in social policy*.

1-29 Topic
Week 3 Two approaches: Epidemiology and Personal History

Readings

1. Williams, D. R., et al. (2007). Prevalence and distribution of major depressive disorder in African Americans, Caribbean Blacks, and non-Hispanic Whites. *Arch Gen Psychiatry*.
2. Dawidoff, N. (2000). *My father's troubles: A memoir of love and madness*. New Yorker.
3. Solomon. A. (1998). *Anatomy of melancholy*. New Yorker.
4. Healthy People 2010: Mental Health and Mental Disorders. [Browse this website.](http://www.healthypeople.gov/2020/topicsobjectives2020/overview.aspx?topicid=28)
<http://www.healthypeople.gov/2020/topicsobjectives2020/overview.aspx?topicid=28>
5. Mental Health, United States, 2008. US DHHS. SAMHSA. [Browse this report.](#)

2-5 Topic
Week 4 Policy Debates: Team 1 - Public Opinion; Team 2 - Social Work

Readings

- TBA - selected by students

2-12 Week 5	Topic Policy Debates: Team 3 - Veterans; Team 4 - DSM-V
	Readings <ul style="list-style-type: none">• TBA - selected by students
2-19 Week 6	Topic Policy Deliberative Dialogues: Team 1 - Public Opinion; Team 2 - Social Work
	Readings <ul style="list-style-type: none">• TBA
2-21 Week 7	Topic Policy Deliberative Dialogues: Team 3 - Veterans; Team 4 - DSM-V
	Readings <ul style="list-style-type: none">• TBA
3-5 Week 8	SPRING BREAK
3-12 Week 9	Topic The Evolution of Mental Health Policy
	Readings <ol style="list-style-type: none">1. Thompson, J.W. (1994). Trends in the Development of Psychiatric Services, 1844-1994. <i>Hospital and Community Psychiatry</i>. 45(10): 987-92.2. 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.3. 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.4. Frank & Glied. (2006). Policy making in mental health. <i>In Better but not well: Mental health policy in the United States since 1950</i> (pp. 91-103). Baltimore, MD. Johns Hopkins University Press.
3-19 Week 10	Topic Disparities and Culture
	Readings <ol style="list-style-type: none">1. Culture, Race, and Ethnicity A Supplement to Mental Health: A Report of the Surgeon General p. 3-22 (page # of the printed text, not the pdf file). http://media.shs.net/ken/pdf/SMA-01-3613/sma-01-3613A.pdf2. McGuire, T. G. & J. Miranda. (2008). New evidence regarding racial and ethnic disparities in mental health: Policy implications. <i>Health Affairs</i>. 27(2): 393-403.3. Shryock, A. & A Nabeel. (2000). Family resemblances: Kinship and community in Arab Detroit. In <i>Arab Detroit: From margin to mainstream</i>. Wayne State University Press. <u>Read only 'Contact Zones' and 'They F You Up' (pp 583-92).</u>4. Satel S. (2002). I Am a Racially Profiling Doctor. <i>New York Times</i>. May 5, 2002; Section 6, Column 1, p.56.5. The President's New Freedom Commission Report. (2003). Goal 3: Disparities in Mental Health Services Are Eliminated (p. 49-55).

3-26 Topic
Wk 11 Economics

Readings

1. Reinhardt, U. E. (2008). Why does U.S. health care cost so much? Part I-III. *NY Times*.
2. Gawande, A. (2009). The cost conundrum: What a Texas town can teach us about health care. *The New Yorker*.
3. Frank, R., Goldman H., McGuire T. (2009). Trends In Mental Health Cost Growth: An Expanded Role For Management? *Health Affairs*. 28(3): 649-59.
4. States' Budget Crises Cut Deeply Into Financing for Mental Health Programs. *New York Times*. Jan 20, 2011.
5. Talk Doesn't Pay. . *New York Times*. 2011

4-2 Topic
Wk 12 Evidence-Based Practice

Readings

1. Davidson, L. (2003). So what do we know about recovery? NYU Press.
2. Lehman, Goldman, Dixon & Churchill. 2004. Evidence-based mental health treatments and services: Examples to inform public policy. *Millbank*.
3. O'Connell, M. E., et al. (2009). Preventing Mental, emotional, and behavioral disorders among young people. *National Academies Press*. Read the "Brief Report for Policymakers" and browse the full report.
4. Choosing the Right Treatment: What Families Need to Know about Evidence-based Practices. (2007). *NAMI*. Read p.1-15 & 38-48. Browse the remainder.
5. Substance Abuse and Mental Health Services Administration. *Assertive Community Treatment: Getting Started with EBPs*. Available at https://docs.google.com/a/umich.edu/viewer?a=v&q=cache:XraZq3mt3V0J:store.samhsa.gov/shin/content/SMA11-4633CD-DVD/GettingStarted-COSP.pdf+&hl=en&gl=us&pid=bl&srcid=ADGEESjsPKODatqWuhnTCn3NRHcjhlcnea_jN_ag4EkXRWRuDXVxmum7Wp1VVLclPgE2HtxqoOPCSIZxDf3heg4I9pA63_yJBIZkr5hIZPfj_eJ8EjpRJZqKc9QncV61Gc2hf7EY7hi&sig=AHIEtbT0Lv-6VR4lwghkMH08UT_JwE88Bw

Supplementary Readings (optional)

- 5 short summaries
<http://www.gainscenter.samhsa.gov/pdfs/ebp/MovingTowardEvidence-BasedHousing.pdf>
<http://www.gainscenter.samhsa.gov/pdfs/ebp/IntegratingMentalHealth.pdf>
<http://www.gainscenter.samhsa.gov/pdfs/ebp/IllnessManagement.pdf>
http://www.gainscenter.samhsa.gov/pdfs/ebp/Supported_Employment.pdf
<http://www.gainscenter.samhsa.gov/pdfs/ebp/ExtendingAssertiveCommunity.pdf>
- Wormer & Thyer. (2010). Evidence-based practice in the area of substance abuse. *In Evidence-based practice in the field of substance abuse*. UK Sage Publications.

4-9 Topic
Wk 13 International

Readings

1. Cohen, A., et al. (2002). World Mental Health Casebook. Kluwer Academic/Plenum Publishers. Read pages 15-21.
2. Saxena, S. & P. J. Garrison. (2004). Mental health promotion case studies from countries. WHO. Read 2 case studies.
3. Watters, E. 2011. The Americanization of Mental Illness. *New York Times*.

4-14 Policy Reform and Future Trends

- Wk 14
1. DSM-5: The future of psychiatric diagnosis. available at www.dsm5.org/Pages/Default.aspx. Browse this website.
 2. Psychiatrists revise the book of human troubles. (2008). NY Times.
 3. Keedwell, P. (2008). Psychiatry on the couch. The Guardian.
 4. Skocpol, T. (2010). The political challenges that may undermine health reform. *Health Affairs*, 29, no. 7: 1288-1292.
 5. Patient Protection and Affordable Care Act (PPACA): Think tank and advocacy organizations analyses. Search at least 1 site and read what it says about the PPACA.
 - <http://www.dbsalliance.org/>
 - <http://www.bazelon.org/>
 - <http://www.commonwealthfund.org/>
 - <http://www.nami.org/>
 - <http://healthreform.kff.org/>

4-23 Integration and Wrap Up
Wk 15

Readings on special topics:

- Vincent et al. (2008). Sex and race differences in mental health symptoms in juvenile justice.
- Yu. (1997). Mental health services to immigrants and refugees.
- Smith. (2007). Mental health policy: Implications for African Americans.
- Siegel et al. (2000). Performance measures of cultural competency in mental health organizations.
- Ruiz. (2002). Hispanic access to health/mental health services.
- Roberts et al. (2006). Prevalence of youth-reported DSM-IV psychiatric disorders among African, European, and Mexican American adolescents.
- US Department of Health and Human Services SAMHSA. (2008). Results from the 2008 national survey on drug use and health: National findings.
- National Alliance on mental illness. (2007). Disparities in mental health treatment among GLBT populations.
- Vernon & Leigh. (2007). Mental health services for people who are deaf.
- Luchins. (2008). Social disadvantage and the mental health of military personnel
-

returning from Iraq and Afghanistan.

Leong & Lau. (2001). Barriers to providing effective mental health services to Asian Americans.

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Lamb et al. (2004). Mentally ill persons in the criminal justice system: Some perspectives.

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National and international sites

http://www.who.int/mental_health/policy/services/en/index.html

<http://samhsa.gov/>

<http://www.nimh.nih.gov/index.shtml>

<http://www.nami.org/>

<http://www.dbsalliance.org/site/PageServer?pagename=home>

An interesting consumer site

<http://sandiego.networkofcare.org/mh/home/index.cfm>

Sites of local interest

<http://campusmindworks.org/>

<http://mitalk.org/>

http://hr.umich.edu/mhealthy/programs/mental_emotional/understandingu/

The above three are U-M sites

<http://www2.med.umich.edu/psychiatry/umdc/resourcesupport.cfm> UM Depression Center

<http://www.mdch.state.mi.us/> Michigan Department of Community Health

<http://www.macmhb.org/> (Michigan Association of Community Mental Health Boards).

http://www.ewashtenaw.org/government/departments/community_mental_health/

<http://mi.nami.org/> (NAMI, Michigan)

636 Mental Health Policy Analysis Process: Weeks 1-15

	A	B	C	D
	Policy Design	Active Experimentation	Reflective Evaluation	Synthesize Knowledge
1 Task	Identify problems and formulate creative policy solutions	Implement policy solutions	Evaluate viability of solutions, deeper understanding of policy problems	Accumulate knowledge of "tested" policy solutions
2 Method	Class resources (lectures, readings, speakers, etc), research	Debate, dialogue, editorial, reflective essay, policy brief, class activities	Formal and informal reflection on feedback	Report both successful and unsuccessful approaches and solutions
3 Outcome	Policy principles, approaches and solutions	Feedback from colleagues, instructors	Information on what works and what doesn't	Proposed modifications for future policy solutions

