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-à-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 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 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.

Class Ground Rules

While a portion of the course will include material presented through lecture, much of your learning will come from in-class discussion around the readings, lectures and student presentations. As such, it is important that students in this class come prepared to express and exchange ideas related to the topics discussed. This will require both reflection on your part, prior to entering class, and respect for ideas and
perspectives different from your own while in class. Please keep in mind that effective advocacy (a cornerstone of social work practice) requires the ability to understand and appreciate opposing perspectives and competing self-interests.

If a student experiences any difficulty with the course, or anticipates any potential barriers that may require an accommodation, please make an appointment to talk to me about. I appreciate your notifying me as soon as possible so I may help minimize any difficulty with the class. You may also consult The Services for Students with Disabilities Office (SSWD), for assistance.

If you will miss a class because of a religious observance, please notify me in advance so that alternative arrangements can be made.

**Course Requirements**

The course has three major requirements:

1. **Class participation – 10%**

   Much of the learning that will occur in class will be the result of the exchange of differing ideas and perspectives during class. Class sessions will include a mix of lecture, student presentations and discussion. For a robust exchange of ideas to occur, all students must do their part by coming prepared to class, i.e. having not just done the reading, but having spent time reflecting on the reading in the context of their personal experiences in field placement (and life in general). Most importantly, the readings I have selected are not only topical, but critical to present day and future social work practice. Each reading is related to major shifts occurring in the delivery of mental health services and social work. Therefore, skip readings at your own peril.

   Criteria for grading of class participation is as follows:
   - **9%-10%**: Attended 90%-100% of all classes. Frequently demonstrated advance preparation for each class through comments made and/or questions asked. Contributions during class were on topic and demonstrated mastery of the material for the day as well as the class overall.
   - **7%-9%**: Attended 90%-100% of all classes. Regularly demonstrated advance preparation for each class through comments made and/or questions asked. Contributions during class were on topic and demonstrated some mastery of the material for the day as well as the class overall.
   - **5%-7%**: Attended 85%-90% of all classes. Occasionally demonstrated advance preparation for each class through comments made and/or questions asked. Contributions during class were on topic the majority of the time and the student demonstrated moderate mastery of the material for the day as well as the class overall.
   - **0%-5%**: Attended less than 85% of all classes. Demonstrated minimal advance preparation for each class based on comments made and/or questions asked. Contributions during class were occasionally off topic and/or the student demonstrated minimal mastery of the material for the day as well as the class overall.
2. **Group presentation of evidence based practice model – 40%**

Each student must partner with 1-2 other students on one of the following evidence based models, to research and present to the class during the week designated in the *Schedule of Topics and Readings* (below).

- Integrated Dual Disorder Treatment (IDDT)
- Motivational Interviewing (MI) and Motivational Enhancement Therapy (MET)
- Dialectical Behavior Therapy (DBT)
- Trauma Focused Cognitive Behavioral Therapy (TF-CBT)
- Applied Behavioral Analysis (ABA)
- Parent-Child Interaction Therapy

- Assertive Community Treatment (ACT)
- Recovery Oriented Systems of Care (ROSC)
- MiTeam
- Multi-Systemic Therapy (MST)
- Parent Management Training-Oregon Model (PMTO)
- Wraparound

Each presentation must be accompanied by a 5 page paper (one submitted per group*) addressing the following:

1. History and overview of the model
2. Current and potential future applications of the model, including target population(s)
3. Current financial reimbursement options, cost to provide the model
4. How is fidelity of the model ensured?
5. Certifications/credentials/training required to provide
6. Limitations of the model, with particular emphasis on PODS (see above)
7. Penetration of the model in Michigan

*Paper is due by the end of the class in which the presentation is made

Each presentation will be limited to 30-45 minutes and should incorporate information from each point above. In addition, each group presenting must conduct an in-class role-play or real-play, demonstrating 2-3 techniques from the model selected and, following the presentation, must facilitate a 10-15 minute discussion/questions and answer period with the class.

3. **Continuum of Care Final Paper – 50%**

Increasingly, behavioral/mental health treatment is becoming more integrated with physical health care and social services to create a more holistic approach to treating individuals with mental illness. This change is reflected in both present day policy and practice changes. The idea of treating the *Whole Person* is being seen as not only a more cost effective approach to service delivery, but a more sustainable and impactful treatment approach as well. To this end, public sector stakeholders and private sector service providers are moving toward developing comprehensive continuums of care for a range of mental illnesses, chronic diseases, social challenges and specific populations, such as
persons with disabilities. For this assignment, choose a specific mental illness, chronic disease, social challenge or specific population you are familiar with and write a 5-8 page paper proposing an ideal continuum of care for the individuals you selected. Describe the needs, vulnerabilities and strengths of the individuals chosen and identify the ideal mix of services, care paths and/or resources that must be seamlessly weaved together to create a comprehensive continuum of care to sustainably meet their needs. Identify evidence based models and/or approaches included in your proposed continuum. Identify current barriers to making your proposed continuum of care a reality and make policy recommendations for action and/or change that must occur to make your proposed continuum a reality. The paper should be structured similar to a white-paper or proposal for a potential funder or large state agency you are approaching for support and should be accompanied by a 1 page logic model outlining your continuum. Please cite any relevant research and/or sources used in your paper. Your final paper is due in Ctools/Assignments as an attachment and as a hard copy at the start of class on April 22nd.

### Final Grading Scheme:
- Class Participation: 10%
- Evidence Based Practice Model Presentation: 40%
- Continuum of Care Final Paper: 50%

Total: 100%

### Grades:
- A+ = 99-100%
- A = 95% – 98%
- A- = 90%-94%
- B+ = 88%-89%
- B = 85%-87%
- B- = 80%-84%
- C+ = 78%-79%
- C = 75%-77%
- C- = 70%-74%
- D+ - E = BELOW 70% (NO CREDIT)

### Schedule of topics and readings

#### Jan 13
Topic: Setting the context: Key Trends in Mental Health Policy and Services
- Review of syllabus and course requirements
- Sign-up for group presentation
- Required reading:
  - None

#### Jan 21
No class - Martin Luther King, Jr. Day
- Required reading:
  - APHSA National Workgroup on Integration/Guidance for a New Business Model (August 2012)
• *Disruptive Forces: Driving a Human Services Revolution*, Baker Tilly (2011), Alliance for Children and Families

**Jan 27**  
Topic: History of Mental Health Policy in the United States  
Required reading:  
**Presentation**: Motivational Interviewing (MI) and Motivational Enhancement Therapy (MET)

**Feb 3**  
Topic: Mental Health Problems- Scope and Prevalence  
Required reading:  
**Presentation**: Dialectical Behavioral Therapy (DBT)

**Feb 10**  
Topic: Treatment Approaches  
Required reading:  
• National Council for Community Behavioral Health Providers: Success in the New Healthcare Ecosystem Mental Health & Substance Use Provider Readiness Assessment  
**Presentation**: Trauma Focused Cognitive Behavioral Therapy (TF-CBT)

**Feb 17**  
Topic: Financing and Delivery of Mental Health Services  
Required reading:  
**Presentation**: Assertive Community Treatment (ACT)

**Feb 24**  
Topic: Health Care Reform and the impact on Mental Health Services  
Required reading:  

**Presentation:** Multi-Systemic Therapy (MST)

**March 3**
No class – Spring Recess

**March 10**  
Topic: The Evidence Based Practice Movement  
Required reading:  
**Presentation:** Parent Management Training- Oregon Model (PMTO)

**March 17**  
Topic: Continuums of Care and Involving Community  
Required reading:  
- SAMHSA Fact Sheet: A Behavioral Health Lens for Prevention: Prevention as Part of a Continuum of Care  
**Presentation:** Wraparound

**March 24**  
Topic: Co-occurring Disorders and Substance Abuse  
Guest Lecturer  
Required reading:  
- Harris, K.M., Edlund, M.J., *Use of Mental Health Care and Substance Abuse Treatment Among Adults With Co-occurring Disorders*, Psychiatric Services (August 2005) Vol. 56  No.8  
**Presentation:** Integrated Dual Disorder Treatment (IDDT)

**March 31**  
Topic: Laws governing Treatment of Mental Illness and Mental Health Disorders  
Required reading:  
**Presentation:** Recovery Oriented Systems of Care (ROSC)

**April 7**  
Topic: Disparities and Culture  
Required reading:
• Chapters 1 & 2 in “Culture, Race, and Ethnicity A Supplement to Mental Health: A Report of the Surgeon General”.
• Samnaliev M., McGovern M.P., Clark R.E., Racial/Ethnic Disparities in Mental Health Treatment in Six Medicaid Programs. Journal of Health Care for the Poor and Underserved, Volume 20, Number 1, February 2009, pp. 165-176

Presentation: MiTeam

April 14
Topic: Mental Health Policy Analysis
Required reading:
• Powell, Garrow, Woodford & Perron: Policy Making Opportunities for Direct Practitioners in Mental Health and Addiction Practitioner-Implemented Policy: Working the play (Dolgoff & Gordon)
• Lipton, A., Confidentiality and Privacy in HHS: Myth Vs. Reality, Stewards of Change (2011)
Presentation: Parent Child Interaction Therapy

April 22
Topic: Disability Services & Autism
Required reading:

***FINAL PAPERS DUE AT THE BEGINNING OF CLASS
Presentation: Applied Behavioral Analysis (ABA)