COURSE DESCRIPTION: This course will cover the various mental health needs, policies, services and programs for children and youth and the roles that social workers perform. A particular focus will be on the intersection of mental health and various systems in which children and youth find themselves, e.g., schools, child welfare, and juvenile justice. Contemporary policy issues, legislation- including the role of the Affordable Care Act, ethical issues, controversies, social movements, and trends affecting services to children and youth with mental illness and mental disorders will be discussed. The historical context of services and how the mentally ill have been 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, national origin, race, religion or spirituality, sex, and sexual orientation will be examined, as these relate to various mental health policies and services.

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 and related systems. 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, systems, and advocacy will provide students with an opportunity to understand a range of approaches to promotion, prevention, treatment, and rehabilitation services, financing, and service delivery.

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 and those who are also part of other systems. 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 and to other institutions in which children and youth are enmeshed. Special consideration will be given to how the contemporary mental health system relates to and is experienced by economically disadvantaged children, transgendered, lesbian, bisexual, gay, and queer persons, and persons of color.
COURSE OBJECTIVES: Upon completion of this course, students using a social work practice framework 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 for children and youth 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 children 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 in mental health for children and youth.
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 ethical concerns related to mental health policies and services for children and youth.

COURSE DESIGN: This course will be run primarily as a seminar with small group work and class discussions, although there will be occasional lectures and presentations via video or audio recordings. In order for a seminar course to be successful, all students need to come to class prepared and ready to discuss the readings and the larger issues covered that day. To the extent it is reasonable, we will also employ other pedagogical strategies such as experiential exercises, role-plays, case examples, and other activities in order to facilitate understanding of the course content.

RELATIONSHIP OF THE COURSE TO FOUR CURRICULAR THEMES:
(1) Multiculturalism and Diversity will be presented in relation to the various definitions of mental health, mental illness, disabilities, and substance abuse 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.

(2) Social Justice and Social Change: 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.
3
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.

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.

Social Work 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 www.socialworkers.org/pubs/code/code.asp 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; 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 Privilege, Oppression, Diversity, and Social Justice (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 facilitate PODS learning and support students’ development toward: a vision of social justice; learning social justice processes; applying intersectional and intercultural frameworks; and overall strengthening of critical consciousness, self-knowledge, and self-awareness.

Learning Needs and Accommodations: If you need or desire an accommodation for a disability, please let me know as soon as possible. Many aspects of this course can be modified, as appropriate, to facilitate your participation and progress throughout the term. The earlier you make me aware of your needs, the more effectively we will be able to use the resources available to us through the Student with Disabilities office, the Adaptive Technology Computing site and the like. If you do decide to disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential.

Also, please notify me as soon as possible if religious observances conflict with class attendance or dues dates so that we can make appropriate arrangements.

Course Requirements: Students are expected to attend all classes for the full time frame, complete assigned reading(s) for each week, participate in class activities/discussions, and complete all assignments on time.

If you need to miss a class, in part or in total, you need to notify me in advance of our class meeting time. Missing more than one class, in part or in total, can and will result in a deduction of points. Good attendance and participation will help your final grade, particularly if it falls on the margin. If, for any reason, I have concerns about your participation or attendance, I will discuss my concerns with you in a timely fashion.
Your attendance and participation reflects the basic elements of any social work relationship – to show up and remain present. For this reason, as well, I ask you not to open computers and/or utilize your phones in class unless we are using them for a class exercise.

Quality social workers must be self-aware, self-reflective, and open to exploring our own histories and issues regarding any given concern or population. Be prepared to reflect on and explore your own family history, social systems, experiences, identity, cultural background and assumptions regarding all forms of diversity. There will be a variety of ways that students can do this through critical thinking, assignments and active participation in class discussions and activities. My hope is to co-create a class environment where we will feel safe enough to take some risks - in sharing who we are and the questions we are grappling with related to the course content - and this is yet another reason I stress the importance of class participation and attendance.

I expect we will be honest, sensitive, and respectful with one another in preparation for quality social work practice. It is my hope that you will share opinions and feedback with others in discussions and exercises, and when you do so, please try to state them in a respectful and constructive manner. Also, prepare yourself to hear varying opinions and feedback non-defensively, and to use those data or challenge them constructively. Please practice tolerance, not expecting yourself or your classmates to be polished in discussions about issues that can be challenging and confusing. We can expect to blunder and make mistakes in the classroom so that we are better prepared when we are in the field; please honor this process.

READINGS: There is no textbook for this course.

Readings will be available on CTools, organized by class date, or they will be available directly from a website. Students are expected to complete all assigned readings prior to class.

Students will also read one of the following books (assignments to be determined after the course begins). All are available in paperback, and a number of them are available in Kindle. It is your responsibility to secure a copy of the book – through a local retailer, the public or University library, or online. If you have any difficulty finding your assigned book, please contact me as soon as possible.

• The Quiet Room: A Journey Out of the Torment, Lori Schiller and Amanda Bennett
• No Matter How Loud I Shout, Edward Humes
• The Boy Who was Raised as a Dog, Bruce Perry and Maia Szalavitz
• Random Family, Adrian Nicole LeBlanc
• Is There No Place on Earth for Me? Susan Sheehan
• We’ve Got Issues: Children and Parents in the Age of Medication, Judith Warner
• Crazy, Pete Earley

SUPPLEMENTARY MEDIA FOR THIS COURSE: The best way to keep current on policy issues is to regularly read a major newspaper, such as the New York Times (www.nytimes.com) or The Washington Post (www.washingtonpost.com) The Wall Street Journal tends to focus on business issues but often will have feature articles on domestic policy. As with all newspapers, you will need to be careful to discern news reports and editorial commentary.

News reports and feature shows (on MSNBC, CNN, or ABC Nightline) are another source of information on current policy issues. The PBS News Hour with Jim Lehrer is also an excellent source of more in-depth discussion of ongoing emerging policy issues.
Additional recommended media for this course (most can be accessed online or downloaded as a podcast):

- Local Newspapers (Ann Arbor, Detroit)
- CNN News and Policy discussions
- “All Things Considered” and/or “Morning Edition” on National Public Radio.
- Evening Network News (CBC, ABC, NBC)

**SW636_WINTER 2014: ASSIGNMENTS and GUIDELINES**

**YOUR GRADE WILL BE BASED ON:**

10%  Weekly News and Discussion

20%  Book Review – due February 18

60%  Group Policy Advocacy Project

  - 15 - Individual Literature Review (3-4 pages) – due March 11
  - 20 - Individual Interview & Write-up (3-4 pages) – due March 25
  - 20 - Group Poster & Presentation – due April 15
  - 5 - Individual Reflection (2-3 pages) – due April 22

10%  Class Attendance and Participation

**Weekly News and Discussion – 10 points**

Each week, you are asked to prepare and submit a typewritten citation and 3-sentence summary of one recent news article or show/discussion from a reputable source (e.g. no blogs) related to the topic covered in that session. Additionally, you are asked to submit one question for discussion from the required readings assigned in that session. This weekly “assignment” will be used in class and will be submitted following the discussion.

**Book Review – 20 points**

Students will read one of the books listed on page 4 and write a short (3-4 pages, double-spaced) review of the book, focusing on the implications of the book’s main findings/conclusions for mental health policies and services. At the end of the review, you will be asked to list 2 questions that will serve to guide the discussion on the book. Book assignments and additional instructions will follow in a separate document.

**Group Policy Advocacy Project – 60 points**

This assignment, for which additional instructions will be provided on a later date, will require you to utilize your interpersonal, analytic, advocacy, and written / oral / visual presentation skills. In small groups (3-4 people), you will examine a policy issue in-depth, identify the problem(s), make evidence-based recommendation(s) for change, and prepare a poster for presentation to the class.

This project will culminate in a group presentation but is comprised of both individual and group assignments. You are expected to work on this assignment throughout the term and outside of class, but some time in class will also be provided on selected days to facilitate progression of the project.

**Class Attendance and Participation – 10 points**

Students who attend every class, are attentive and responsive to others and, regularly contribute to discussion will receive all 10 points.
GRADING PROCEDURE AND SCALE: Points from each assignment will be added together. The total point to final grade is as follows:

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>100 – 95</td>
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<tr>
<td>A-</td>
<td>94 – 90</td>
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<td>C+</td>
<td>79 – 76</td>
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<tr>
<td>B+</td>
<td>85 – 86</td>
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</table>
| DUE DATES: All assignments and papers are due IN CLASS on the dates posted in the syllabus. With the exception of the Weekly News and Discussion (as noted above), all assignments and papers are due at the beginning of class; any assignments or papers turned in after the class begins will result in an automatic reduction of points.

FOR ALL ASSIGNMENTS, YOU WILL BE GRADED ON:

- Meeting assignment parameters (we will review parameters for each assignment ahead of time)
- Good writing skills: clarity of thought, organization, and flow (also see below)
- Effort/ability to self-reflect and think critically
- Demonstration of social work values (PODS, empathy, strengths-based thinking, etc)
- Insightfulness and clinical acuity
- Integration of reading materials, as requested

WRITING SKILLS:
Papers and assignments are expected to be well organized, clearly written, and show minimal grammatical errors. In this and in most of your classes, you will be asked to demonstrate proper grammar, spelling, and the rules of 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/](http://apastyle.apa.org/) and/or [http://grammar.ccc.commnet.edu/grammar/](http://grammar.ccc.commnet.edu/grammar/)). When you cite a source for one of your papers, please use APA style citation. Please be aware that I will deduct points for poor writing skills, including grammatical errors. I encourage you to use the Sweetland Writing Center if you require writing assistance.

PLAGIARISM:
Representing someone else’s words, statements, ideas of works as one’s own without proper acknowledgement or citation – is a serious violation of academic integrity and will be grounds for failure on an assignment and other disciplinary action as described under the School’s policies on academic and professional conduct:


Other helpful resource: [http://www.lib.umich.edu/academic-integrity/resources-students](http://www.lib.umich.edu/academic-integrity/resources-students). Please note that using web resources increases your risk of “accidental plagiarism.” Do not let that happen to you.

OTHER NOTES: I try to provide clear, thoughtful feedback that is aimed at helping you to deepen your awareness of self in the process of working with others, who you are in the work you do (strengths and challenges), themes that arise in work, writing, communication skills, and the like. **If I write or say something that confuses or upsets you, please make an appointment so we can discuss it!** If I write or say something that helps you deepen your understanding of something (or yourself) that is helpful for me to know too.
January 14: Historical Perspectives and Contemporary Issues
Course overview/introductions/Expectations


January 21: The Affordable Care Act (ACA)
Group Advocacy Project Assignments and Work Session


Look through at least one of these websites and be prepared to discuss in class what you’ve learned about the ACA as it relates to children’s mental health treatment:

www.bazelon.org
www.nami.org
http://healthreform.kff.org/
http://www.samhsa.gov/

January 28: DSM and Diagnoses
Video: The Medicated Child

Twenge, J. 2011. “Generational Differences in Mental Health: Are Children and Adolescents Suffering More, or Less?” American Journal of Orthopsychiatry, 81: 4, 469–472
January 28 – DSM and Diagnoses (cont’d)


Roundup of news stories related to new DSM V

http://www.healthnewsreview.org/2012/12/critics-calls-american-psychiatric-association-approval-of-dsm-v-a-sad-day-for-psychiatry/

(Please read the main article and those linked near the bottom of the page. Note: the *Wall Street Journal* is only available to subscribers and you are not expected to access it)

February 4: Mental Health and Poverty

Video: Poor Kids


February 11: Mental Health and the Child Welfare System


February 18: Mental Health and Schools

Book Club Discussion

Robert W Burke, Sharon H Stephan, 2007. “Contextual Features of Public Schools in the United States as Settings for Mental Health Promotion. Advances in School Mental Health Promotion, 1: 52-60


February 25 – Group Advocacy Project Work Session

No formal class


March 4 – NO CLASS: SPRING BREAK

March 11: Mental Health and Juvenile Justice

In-class Exercise: Frontline Debates (http://www.pbs.org/wgbh/pages/frontline/shows/juvenile/)


March 18: Neighborhoods and Families


March 18: Neighborhoods and Families (cont’d)


March 25: The Mental Health of Very Young Children

Additional reading(s) to be announced via CTools prior to the class session


April 8: Systems of Care

Group Advocacy Project Work Session (brief)


April 15: Group Presentations

All groups will present their posters on this date.

April 22: Prevention and Resilience

Readings to be announced via CTools prior to class session