1. COURSE STATEMENT

a. 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.

b. 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, development 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.

c. Course Competencies (Practice Behaviors) and Objectives:

**Course Objectives:** upon completion of this course, students 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. (Practice Behaviors 8.IP, 8.SPE, 8.CO, 8.MHS)
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. (Practice Behaviors 2.IP, 2.SPE, 2.CO, 2.MHS, 8.IP, 8.SPE, 8.CO, 8.MHS)
3. Explain how public health concepts and epidemiological data are used in developing and changing policies and monitoring mental health programs. (Practice Behaviors 8.IP, 8.SPE, 8.CO, 8.MHS)
4. Identify and analyze the effects of oppression, discrimination, stigma, and other negative social influences on consumers of mental health services. (Practice Behaviors 4.IP, 4.SPE, 4.CO, 4.MHS, 5.IP, 5.SPE, 5.CO, 5.MHS)
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. (Practice Behaviors 8.IP, 8.SPE, 8.CO, 8.MHS)
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. (Practice Behaviors 5.IP, 5.SPE, 5.CO, 5.MHS)
7. Discuss typical ethical concerns related to mental health policies and services. (Practice Behaviors 2.IP, 2.SPE, 2.CO, 2.MHS, 8.IP, 8.SPE, 8.CO, 8.MHS)


d. Course Design: Pedagogical Approach & Teaching Philosophy

This course promotes and integrates both classroom and community learning experiences. This type of design relies on the full participation and contributions of everyone in order to reach our highest potential as a group. Many different methods will be used for acquiring knowledge and skills including: assigned readings, discussion, lectures, projects, activities, exercises and homework. Class sessions will also include skill building activities and a variety of assignments (oral, written, presentations and group work). This course is designed to increase students' comfort level with research methods and statistical analyses and to increase their appreciation of the relevance of research and evaluation for social work practice. I rely on you (as adult learners) to set your own learning goals, and to let me know if some discussion or clarification of readings in class would be useful.
1. Your learning will be directly correlated with the effort you expend in taking responsibility for your own goals and agendas.
2. We will discuss many of the readings, but I will not review them all in class, although I will look for evidence that you have done all the readings in your assignments.
3. You need to take responsibility for letting me know if some discussion of a particular reading or concept would be useful or interesting, if you have a question or aren’t sure you see the relevance of something.

e. Relationship of the Course to Curricular Themes:
   - **Theme Relation to Multiculturalism and 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 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.
   - **Theme Relation to Promotion, Prevention, Treatment and 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.

f. Relationship of the Course to 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 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.

g. Intensive Focus on PODS (Privilege, Oppression, Diversity and Social Justice)
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.

2. CLASS REQUIREMENTS

a. Text and class materials: This course draws from the required textbook (listed below), supplemented with required articles of course concept examples, available on CANVAS at least 3 weeks in advance of when they are due. By the first week of February 2019, I plan to have all required readings posted on CANVAS. These readings are integrated into each weeks lecture topic and may be supplemented by handouts and/or other readings provided in class. In a couple of classes, you might be in a group responsible for explaining and applying key concepts from 1-2 articles. Additionally, I will also post on CANVAS optional readings/additional resources that may be of interest and/or to assist with course assignments.

It is highly recommended you obtain a binder to organize the tools/handouts you will be given throughout this course.

How I organize the CANVAS site: When you sign onto the course site, the module page is displayed. I organize the course using modules—one module for each class session (labeled with the week number and the date of the session-ex/ Week 1: 1/15). For each weeks module the required readings are first, followed by the PPT and any supplemental handouts/readings/or exercises). There is separate module, for assignment explanations and resources, labeled assignments and other separate modules for optional readings/other resources, mid-semester course evaluation, etc.

Coming prepared to class: To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings. 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. I ask that students refrain from using laptops, tablets or smartphones during class, doe non-course activities so they can more fully participate in discussion around the material.

Required Text
Mechanic, D., McAlpine, D.D., Rochefort, D.A., Mental Health and Social Policy: Beyond Managed Care, Sixth Edition (2014), Pearson Publishing Inc. (ISBN-13: 978-0205880973 or ISBN-10: 0205880975). You should be able to purchase/rent new or used at the following bookstores. (Ulrich's, Barnes & Noble-Michigan Union Basement/Pierpoint Commons, main level, and Common Language Bookstore. You can also get it on-line too through Amazon or other websites specific to textbooks.

(Readings from the text will be designated as “Mechanic” on the class schedule)
How I organize the CANVAS site: When you sign onto the course site, the module page is displayed. I organize the course using modules—one module for each class session (labeled with the week number and the date of the session—ex/ Week 1: 1/15). For each weeks module the required readings are first, followed by the PPT and any supplemental handouts/readings/or exercises). There is separate module, for assignment explanations and resources, labeled assignments and other separate modules for optional readings/other resources, mid-semester course evaluation, etc).

b. Class Schedule: This is at the end of this syllabus document

c. Assignments:
There are 4 graded assignments for this course, and various homework assignments along with the expectation of class participation. A brief description of each assignment and tentative due dates follows. A more detailed description of each assignment will be handed out and discussed in class and also posted on CANVAS. These due dates have been noted on the class schedule in Bold letters.

Assignment 1: Mental Health Newsworthy Article assignment (Individual or group of 2) - due date to be assigned 1/29/19-2/26/19, 3/12/19, 3/26/19-4/2/19 and 4/16/19-4/23/19 (10%)  
This assignment will give you the opportunity to see the impact of policies and link what is being taught in the classroom to the outside world. You will read a newsworthy article from a newspaper, magazine, web news, etc, share what you have read with the class and hand in a 2-3 page paper discussing how the article links to policy, relates to PODS and your course learning.

Assignment 2: Policy Advocacy Project (Individual and Group) There are four parts to this assignment (I, II, III, IV)
This assignment is comprised of both individual and group parts. You will work on this project throughout the term and outside of class, but sometime in class will also be provided on selected days to facilitate progression of the project.
This assignment allows you to utilize your interpersonal, analytic, advocacy and written/oral/visual presentations skills. In small groups (between 2-4), you will examine a policy issue in-depth, identify the problem(s), make evidenced based recommendations for change, and prepare a presentation (Video, Poster, Booklet) to the class. This assignment is comprised of both  
Part I: Policy Issue Selection- due 1/29/19 (5%).
Part II: Individual Literature Review paper. due 2/19/19 (10%)
Part III: Group presentation (Poster, Video, Booklet). due 4/23/19 (15%)
Part IV: Individual reflection paper (2-3 pages). due 4/23/19 (10%)

Assignment 3: Mental Health Policy Roundtable: (Group s of 2) due 3/19/19 (15%)  
The purpose of this assignment is to simulate some of the debate and diversity within the Integrated Health Care System, to learn about various frameworks, theories and their policy implications and to do the previous in a somewhat painless, participative and hopefully “fun” fashion. Very briefly as we will discuss this much more before the due date, you will work in a group on a specific randomly chosen perspective of mental health. You will address several questions about this particular perspective and then you will present it at the roundtable, which will include time for presentation, questions, discussion, dialogue, debates, etc. I will try to have some class time to work on this, but you will also need to work on this activity outside of class.

Assignment 4: Health Care Reform paper (Individual or Group of 2). due 4/9/19 (20%).  
Behavioral/mental health treatment is becoming more integrated with physical heal care and social services to create a more holistic approach to treating individuals with mental health issues. To this end providers are moving toward developing comprehensive continuums of care. For this assignment you will chose one of the major health care reform structures: Accountable Care Organization (ACO), Federally
Qualified Health Center (FQHC), Patient Centered Medical Home or Certified Community Behavioral Health Center (CCBHC), and write a 6-8 page paper.

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<td>Assignment 1: Mental Health Newsworthy Article assignment (Individual or Group)</td>
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**Class participation**

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**d. Attendance and participation:** Reference link to the general Policy on Class attendance in the MSW Student Guide is- https://ssw.umich.edu/msw-student-guide/section/1.09.00/17/policy-on-class-attendance.

Specific to this course, class attendance and participation are very important in this class. Attendance and how engaged you are will be monitored throughout the semester. Students are expected to attend and to be prepared to take part in each class session. This includes completing assigned reading, being prepared to facilitate discussion on reading(s), homework and/or assigned activities (such as exercise handouts, assessments/tools, case studies, etc) prior to class, to reference for informed class participation, attending class on time, and participating in all class discussions and activities and group assignments. If you have difficulties participating in discussion for linguistic, cultural or other reasons, let’s discuss them individually and explore ways in which you may become a more active participant in class. Class attendance is important for you to keep up with course work. If, for any reason, I have concerns about your participation or attendance, I will discuss my concerns with you in a timely fashion.

It is expected that students will attend **all classes, for the entire three hours** however, you are granted two absences for legitimate and/or special reasons. Legitimate absences include those due to health problems that can be documented, unanticipated family emergencies and observance of religious holy days. Excused absences will only be granted with documentation (i.e. a doctor's note or other proof of an emergency situation and/or my prior approval). Missing three classes will reduce your final grade; one-half grade (e.g. an A would be reduced to an A-) and each additional absence will reduce your final grade an additional half grade. Excessive absences (more than 3) may result in failure of the course. If students miss more than 2 class sessions, they must schedule a meeting with the instructor to discuss their attendance and a plan of action to not miss anymore classes.

Coming to or leaving class mid-way is considered an absence. As adult learners, I expect you to make appropriate decisions about attending class, this includes coming to class late and leaving class mid-way. Any absences or tardiness should be discussed directly with the instructor and it is the student’s responsibility to obtain any notes, materials, handouts or exercises from the missed session from one of your classmates and make arrangements to complete class work, which is missed.

Please be cognizant of the disruptive nature of coming to class late. If you are delayed, please enter the classroom as quietly as possible and wait until break to catch up with what is going on.
Your participation grade includes ability to discuss ideas with colleagues in a respectful manner, engage in reflective learning, and the sharing of your experiences, current events or literature specific to the material being discussed and demonstration that required readings, modules, homework and other (survey's, vignettes) class learning have been completed by sharing and asking relevant questions in class. I encourage you to be actively present during class, students not participating and/or who are using electronic devices not related to class activities will see the impact in their grade.

Assessment of your participation does not depend solely on the quantity of your involvement in class discussion and class exercises, but also on the quality of your contributions.

Use the following criteria for assessing your participation in class

- **Frequency of participation in class:** Student initiates contributions in class session, however, quality of comments is weighted over quantity. Student responds actively when invited by the professor to contribute. Student does not comment overzealously or to the exclusion of other learners.

- **Quality of comments:** Comments are always insightful & constructive. Student uses appropriate terminology when referring to individuals, communities, and cultural contexts. Comments are balanced between general impressions, opinions & specific, thoughtful criticisms or contributions. Evidence is used to support arguments when possible. Comments are informative and relevant to the discussion at hand.

- **Listening Skills:** Student listens attentively when others present materials and perspectives, and contribute comments that build on others’ remarks. Student expresses disagreement in a professional and respectful manner.

### e. Grading

**Expectations for assignments**

- Written assignments should demonstrate your ability to apply and integrate course material and to communicate using a professional style. Professional communication is coherent, concise, and comprehensive, and includes correct spelling, grammar, punctuation, sentence construction, paragraph construction and referencing.

- **All papers are to have a cover page,** reference page and any needed appendices. You are expected to have a running header on all pages, the appropriate headings and page numbers. Be sure to use APA format (6th Edition) and be sure to cite when it is required and have correct citations in a reference page. (if you do not meet the required minimum number of sources, your paper will be returned to you not read and you will be asked to submit with the correct required sources)

- I grade all papers for my classes anonymously. With each paper submission, include a title page **without** your name on it that is attached to the paper, and provide a **separate duplicate title page with your name not attached to the paper.** Only after I have read and graded all the papers, will I determine which paper belongs to whom.

- All papers must be typewritten and double-spaced using a 12 point font and one inch margins. Use APA* 6th Edition for your papers, including proper headings and citations. Failure to follow APA guidelines for referencing and for headings will result in a lower grade.

**APA formatting:**

Any social work assignments presented as professional papers or presentations should utilize the 6th edition APA formatting. Review the [MLibrary APA Citation Guide](https://library.gsu.edu/guides/apa-citation-guide) as needed. The [Purdue Owl website](https://owl.purdue.edu/owl/) is another helpful resource for assistance with APA formatting.

- Use the outline format in the assignment description, using headings appropriate to APA format.

- I am looking for clarity and degree of understanding conveyed, key points being discussed, integration of relevant literature, pertaining to the assignment and your own assessment/critique for the assignment.

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You do need to stay within the page limits for all assignments (They are stated on each assignment description). You want to state concisely what you are saying. Summarizing from literature into your own words and the use of appendices will help with this.

I am also looking at sensitivity and attention to dimensions of diversity (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) and life cycle considerations and the degree to which you display critical analysis of the assignment.

You are responsible for always making and keeping a copy of each assignment prior to turning it in.

Evaluation Criteria and Procedures: General evaluation criteria (special elements will also be delineated for particular assignments):

- Demonstrate understanding of and ability/apply knowledge clearly related to the assignment;
- Systematic & logical presentation of arguments, with appropriate documentation;
- Appropriate use of evidence, use of relevant literature and concepts, with citations;
- Scope of concepts used; degree of integration across topics, levels, and different readings
- Clarity of presentation. Originality;
- Attention to diversity and social justice issues across different populations and situations.

I expect that in all written work your will adhere to the following NASW editorial policy: In the interest of accurate and unbiased communication, NASW subscribes to a belief in the importance of avoiding language that might imply sexual, ethnic, or other kinds of discrimination, stereotyping, or bias. NASW is committed to the fair and equal treatment of individuals and groups, and material submitted should not promote stereotypic or discriminatory attitudes and assumptions about people. (Health and Social Work, 11:3, Summer 1986.) or http://www.socialworkers.org/pubs/code/default.asp

Deadline Expectations: All assignments are due at the beginning of class on the dates specified. Incomplete grades are assigned only through negotiation with me and that negotiation must occur before the assignment’s due date. Unless an extension contract has been arranged between a student and me, before the due date of the assignment, any assignment that is not completed on the due date will be assigned 0 points. All assignments for this course must be completed and handed in to the instructor to successfully complete the course.

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-" distinguishes 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. Due to the brief length of time a mini course meets, partial attendance will likely result in a grade of E.

Grading

Each assignment will be given a letter grade. The criteria for each grade are as follows:

- **A- or A+** Exceptional performance and mastery of the material. Subject content, demonstration of critical analysis, and/or complexity in completion of assignment is exceptional. The difference between A-, A and A+ is based on the degree of superiority to which these skills are demonstrated.

- **B+** Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, or complexity in the completion of the assignment.

- **B** Mastery of subject content at level of expected competency – meets course expectations

- **B-** Less than adequate competency, but demonstrates student learning and potential for mastery of subject content.

- **C+, C or C-** Demonstrates a minimal understanding of subject content. Significant areas needing improvement to meet course requirements.
Student has failed to demonstrate minimal understanding of subject content.

Both content and format will be considered in assigning grades. Though content is more heavily weighted in grade assignment, format, and presentation are also important. The course is challenging and demanding. Grading will be rigorous but fair. Final grades will be determined by multiplying the worth of each assignment, by the grade points on the 4 point grade system. The numerical scores for each assignment will be summed.

I understand that the assessments of your work are subjective in nature and I strive to reduce that subjectivity in two ways. First, as noted above, I grade all papers anonymously. Second, based on the assignment outline that you have received, I use a template within which I set my expectations for the assignment. I compare your submissions to that template, not to one another.

I suggest that you have someone who is unfamiliar with your subject read your paper before you turn it in. An outside reader can tell you if your writing is not clear, if you omitted a word or phrase, or if you used the wrong word. Spell checkers and grammar checkers are useful tools, but not as reliable as a human reader.

If you read my comments to you and believe that I have erred, please discuss your findings with me within one week of getting your assignment/paper back. It may be that you do not understand what I have told you, or that I have made a mistake. In either case, I am certain that the situation will be rectified; either you will better understand what I want you to know, or I will correct my error.

For additional information on grading please refer to the MSW Student Guide on grades in Academic Courses and Field Instruction at [https://ssw.umich.edu/msw-student-guide/chapter/1.08/grades-in-academic-courses-and-in-field-instruction](https://ssw.umich.edu/msw-student-guide/chapter/1.08/grades-in-academic-courses-and-in-field-instruction) as well as Student Grievance Procedures at [https://ssw.umich.edu/msw-student-guide/chapter/1.18/student-grievances](https://ssw.umich.edu/msw-student-guide/chapter/1.18/student-grievances)

### 3. ADDITIONAL COURSE INFORMATION AND RESOURCES

#### a. Teaching Philosophy, More about the Course and Expectations

I use a learner-centered philosophy in which there is the development of reciprocity, cooperation and open discussion among students and myself. I encourage active learning, give prompt feedback; communicate high expectations and respect diverse talents, interests and ways of learning. The emphasis is to create an empowering environment in which all participants can be active and self-directed learners in an atmosphere that allows for peoples diversity, uniqueness and strengths and learning from each other’s different perspectives and experiences. I believe that learning does not just happen once a week in the classroom, and make myself readily available to students outside the classroom. I put an emphasis on bringing the outside world into the classroom, by keeping up to date and knowledgeable on the course content as well as sharing my experiences from working in a non-profit and being a part of the community.

My approach to teaching is that I value and appreciate each student as individuals and their interests specific to the course and share aspects of my professional experience to clarify the course content. I emphasize the importance of not just learning the material, but for students to be able to critically analyze what they are learning from their perspective and thus encourage the sharing of their thoughts and ideas.

### Course Conduct

This class adheres to the following Ground Rules for the Class:

1. Our primary commitment is to learn - from the instructor, from each other, from materials and from our work. We acknowledge differences among us in skills, interests, values, scholarly orientations and experience.
2. We acknowledge that one of the meanings of societal oppression and discrimination is that we have been systematically taught misinformation about our own groups and especially members of devalued groups and populations of color. The same is true for sexism, ageism, sexual orientation and other isms. We are taught misinformation about ourselves and others regarding forms of difference and discrimination and acknowledge that racism, sexism, homophobia and other forms of discrimination exist and are likely to surface from time to time and it is our responsibility to actively address this through dialogue.

3. We cannot be blamed for the misinformation that we have heard but we will be held responsible for repeating misinformation after we have learned otherwise.

4. We will assume that people are always doing the best they can, both to learn material and to behave in socially just and honest ways.

5. We will actively pursue opportunities to learn about our own groups and those of others, yet will not enter or invade others' privacy when unwanted.

6. We can have an obligation to actively counter the myths and stereotypes about our own groups and other groups so that we can break down the walls, which prohibit group cooperation and group gain.

7. We want to create a safe atmosphere for open discussion. Thus, at times, members of the class may wish to make a comment that they do not want repeated outside the classroom. If so, the person will preface the remarks with a request and the class will agree not to repeat the remarks.

8. As a diverse group of learners, material may be presented or discussed that “triggers” a prior personal and potentially painful, negative, or traumatic memory. While “trigger warnings” will be encouraged during this course, please speak and listen to the instructor and class colleagues under the assumption that there is no ill-intent to harm, “trigger” or purposely offend someone due to certain language, images, or content.

9. Students are expected to engage in an open and respectful dialogue, use the classroom environment as practice for professional interactions with clients and colleagues, and maintain civility in in-class, online, e-mail, video, and all other forms of communication with both the instructor and class colleagues. Inappropriate behaviors with regard to any of the aforementioned contexts could result in a loss of participation/engagement points.

b. Safety and emergency preparedness:
All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom.

Refer to https://ssw.umich.edu/msw-student-guide/section/1.22.03/70/campus-safety-statement to read more about the School of Social Work's emergency policies and procedures.

In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-7793 for up-to-date school closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

Each SSW classroom is equipped with door locks. Pressing the button (located on the door handle) to lock the door from within the room.

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services (room 1748) at 734-936-0961 or via email at ssw-ADAcompliance@umich.edu.
**Additional resources:**

- **Report a hate crime or bias-related incident**
- **Register for UM Emergency Alerts** at [https://dpss.umich.edu/content/emergency-preparedness/emergency-alerts/](https://dpss.umich.edu/content/emergency-preparedness/emergency-alerts/)
- **View the annual Campus Safety Statement**

**c. Mental health and Well being:**

The University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact

- **Counseling and Psychological Services (CAPS)** at (734) 764-8312, or [https://caps.umich.edu/](https://caps.umich.edu/)
  - The SSW embedded CAPS Counselor is Meghan Shaughnessy-Mogill, LLMSW. She is dedicated to supporting the wellbeing of social work students and the SSW community and offers short-term, solution-focused individual therapy. All services are free and confidential. Contact her at (734) 763-7894 or via email at mshaughm@umich.edu.
- **University Health Service (UHS)** at (734) 764-8320 or [https://www.uhs.umich.edu/mentalhealthsvcs](https://www.uhs.umich.edu/mentalhealthsvcs)
- **UM Medical Center Psychiatric Emergency Services. 734- 996-4747; 734-936-5900 (Crisis phone service, 24 hour/7 days); [http://www.psyched.med.umich.edu/pes/](http://www.psyched.med.umich.edu/pes/)
- **UM Sexual Assault Prevention & Awareness Center (SAPAC). 734-998-9368, 734-936-3333 (Crisis line) ; 800-649-3777 (MRC); [http://www.umich.edu/~sapac/](http://www.umich.edu/~sapac/)
- or for alcohol or drug concerns, see [www.uhs.umich.edu/aodresources](http://www.uhs.umich.edu/aodresources).
- Additional campus health and wellness resources can be found at [https://ssw.umich.edu/student-life/health-safety](https://ssw.umich.edu/student-life/health-safety)

The Office of Student Services’ Health and Wellness Program provides supportive services to MSW students which promote wellness, self care and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness.

- **SSW Health and Wellness Guide**
- **Contact the Health and Wellness Program at ssw.wellness@umich.edu**

**d. Teaching evaluations:**

Students are strongly encouraged to complete teaching evaluations both at mid-semester and at the end of each term. Mid-semester evaluations will be posted on canvas to be handed in, in class. This will be summarized and discussed in class for any changes needing to be made for the rest of the semester. End of semester teaching evaluations are administered via Canvas and will be emailed to students during the last week of classes. Student identity is completely anonymous for evaluations, and instructors cannot view the end of semester evaluation reports until after grades are submitted

**e. Proper use of names and pronouns**

All students will be referred to by the names and pronouns they use (e.g. she, they, ze, he). If you have a name that differs from the one that appears on the roster, please inform the instructor before the second class period so that they use your correct name and pronouns.

Students can designate their personal pronouns on the class roster via Wolverine Access: Student Business > Campus Personal Information > Gender Identity.

For more information please refer to the following resources.

SSW Resources
DEI Office: (diversityequityinclusion@umich.edu)
Queer Advocacy Coalition (qac-leadership@umich.edu)
Additional Resources
https://www.mypronouns.org/what-and-why/
https://www.glsen.org/article/pronouns-resource-educator

If you have a name that differs from the one that appears on the roster, please inform the instructor before the second class period so that they use your correct name and pronouns.

There are two inclusive restrooms in the SSW building: room 1784 (1st floor, near Registrar’s Office) and B833T (Lower Level). Refer to Spectrum Center’s map of gender inclusive restrooms on campus.

f. Accommodation for students with disabilities
If you are in need of an accommodation for a disability, please let me know at your earliest convenience at the beginning of the semester so I may adequately address these needs. Any information you provide is private and confidential and will be treated as such. Additional information about accommodations for students with disabilities can be found at https://ssd.umich.edu/documentation
Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

For more information and resources, please contact the Services for Students with Disabilities Office at G-664 Haven Hall, 505 South State St., Ann Arbor, MI 48109-1045, TEL 734-763-3000, website http://ssd.umich.edu/, or Email ssdoffice@umich.edu.

g. Religious/spiritual observances:
An overview of the process for students who have conflicts with religious observances:
● Students are responsible for work acquired during their absence
● Students will have a reasonable alternative opportunity to complete any academic work
● Reasonable notice must be given to faculty before drop/add deadline of term
● Any concerns or conflicts should be brought to the Dean or Ombudsperson
Please notify me if religious observances conflict with class or due dates for assignments so we can make appropriate arrangements. The official University of Michigan policy on religious holidays, and a list of possible conflicts with classes, can be found at: https://www.provost.umich.edu/calendar/

h. Military deployment:
Information and resources for students called to action while enrolled in school can be found at http://vets.umich.edu/life-at-michigan/military-deployment/

i. Writing Skills and Expectations:
Strong writing and communication skills are essential to students’ academic success and professional career. For assistance writing contact

The Writing Coordinator for the School of Social Work to meet with students during any phase of the writing process. The Writing Coordinator’s office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication.
For more information or to schedule an appointment, contact SSW Writing Assistance and/or Career Services (Room 1696; (734) 763-6259; ssw-cso@umich.edu)

Or the Sweetland Writing Center (http://www.lsa.umich.edu/swc/). As an “fyi” Sweetland usually wants advanced notice (approx. two weeks before a paper is due) so they can go over edits and so on with you. You also need to schedule an appointment to meet with a writing counselor (734-764-0429) and they’re open from 9-5, Mon-Fri although always check before you go, since they do close occasionally for staff training and so on. They’re located in 1139 Angell Hall and I don’t think they take walk-ins.
j. Academic Integrity:
Plagiarism – not referencing another’s words or ideas – is a violation of academic integrity, is prohibited in any academic writing at the University of Michigan and will be grounds for failure on an assignment. In addition, papers or journal entries completed for another course are not acceptable and will be assigned 0 points. Please refer to your electronic Student Guide to the Master’s in Social Work Degree Program at https://ssw.umich.edu/msw-student-guide/section/1.13.02/23/plagiarism for further discussion of plagiarism and procedures for processing alleged infractions and the range of possible sanctions.

k. Electronic Devices and Computers in class
In consideration of your classmates, and due to their disruptive nature, I request that all students turn off all telephones and pagers while you are in my class. This is your time and I want you to be able to protect it. I prefer that you receive no messages during class time, however, if you must be on call for an emergency, please let your home or office knows that you are only available for emergencies that no one else can handle. If you must carry a pager, please set it to vibrate only.
Please use your lab top during class for taking notes. It is not to be use during class to check email or surf the web and doing so is disruptive to learning for both yourself and other students in the class. If you are found doing either during class, you will be asked to stop.
**Class Schedule: SYLLABUS: tentative:**
The Course Schedule that follows is *tentative* and is subject to change. All changes will be discussed/announced in advance so that you will have sufficient time to make adjustments in your reading and assignments.

<table>
<thead>
<tr>
<th>Week  &amp; Date</th>
<th>Class Content/Topic &amp; Assignments</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/15/19</td>
<td>Course introduction, &amp; Overview</td>
<td>1. “Mechanic”: Chap 1</td>
</tr>
</tbody>
</table>
| 1/22/19  | Defining mental health & mental illness | 1. “Mechanic”: Chap 2  
| 1/29/19  | History of Mental Health Policy in the United States  
Policy Advocacy Project Part I: Policy Selection Due  
Newsworthy Article presentation (2) | 1. “Mechanic”: Chap 3  
| 2/5/19   | Psychiatric Epidemiology- Scope and Prevalence of Mental Illness  
Newsworthy Article presentation (2) | 1. "Mechanic" Chap 4  
| 2/12/19  | Need for Mental Health Treatment and Interventions  
Newsworthy Article presentation (2) | 1. “Mechanic”: Chap 5 & 6  
<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Class Content/Topic &amp; Assignments</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 6 2/19/19 | Financing & Delivery of Mental Health Services | 1. "Mechanic": Chap 7  

**Newsworthy Article presentation (2)**

**Policy Advocacy Project Part 2: Literature Review Due**

| 7 2/26/19 | Community, Law and Mental Health Policy Analysis | 1. "Mechanic" Chap 11 & 12  

**Newsworthy Article presentation (2)**

| 8 3/5/19 | Spring Recess: NO CLASS |  |


**Newsworthy Article presentation (2)**

| 10 3/19/19 | Responses to Mental Health Needs: Professions and Practice, Policy Round Table | 1. "Mechanic": Chap 9  

| 11 3/26/19 | Co-occurring (MH & SUD) | 1. "Engel": Chap 14  
<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Class Content/Topic &amp; Assignments</th>
<th>Readings/Video's</th>
</tr>
</thead>
</table>
| 12 4/2/19  | Responses to Mental Health Needs: Continuums of Care & Community, Mutual Aide Support | 1. “Mechanic"; Chap10  
(https://doi.org/10.1145/2702613.2732733) |
| 15 4/23/19 | Last Day Of Class- Take always, Closure | Newsworthy Article presentation (2)  
Policy Advocacy Project Part III: Presentations Due  
Policy Advocacy Project Part IV: individual reflection paper due |
| 17 4/30/19 | Exam Period |