1. Course Statement

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.

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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, 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.

c. Course Objectives and Competencies
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. (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
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.

e. Curricular Themes
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.
f. **Relationship 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**

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**

   **Required Book:**

   All required readings are available on CANVAS.

   b. **Class Schedule**

   **Please note that this list is not inclusive of all of the readings for the course. I will update readings on CANVAS as we progress through the semester based on student feedback and interests.**

   **Session 1: 1.15.19**
   What is policy?
   The relevance of policy to both the Interpersonal Practitioner and the Macro Practitioners
   Discussion of syllabus and assignments

   **Read:** E. Schneider, et al., *Health Care in America: The Experience of People with Serious Illness* *(Commonwealth Fund, October 2018)*
   Video: When Medicine Got It Wrong
Session 2: 1.22.19
Topic: History of Mental Health Policy in the United States

Required Readings:

Optional Readings:


SAMHSA Improving cultural competence SMA 14-4849, 2014. Read Executive Summary xv - xxi and a chapter of your choosing but be sure to give Ch 4 and Ch 6 a look

Session 3: 1.29.19
Topic: Mental Health Problems- Scope and Prevalence

Required Readings:

Optional Readings:


**Session 4: 2.5.19**

Topic: Theory and Research & Entrance into Care

Required Readings:


Optional Readings:


National Trends In Specialty Outpatient Mental Health Care Among Adults
Beth Han, Mark Olfson, Larke Huang, and Ramin Mojtabai, Health Affairs 2017 36:12, 2062-2068


National Council for Community Behavioral Health Providers: Success in the New Healthcare Ecosystem Mental Health & Substance Use Provider Readiness Assessment

**Session 5: 2.12.19**

Topic: Financing and Delivery of Mental Health Services

Required Readings:

**Chapter 7: Mechanic, D., McAlpine, D.D., Rochefort, D.A., Mental Health and Social Policy: Beyond Managed Care, Sixth Edition (2014), Pearson Publishing Inc.**
Optional Readings:


State Mental Health Legislation, 2015: Trends, Themes and Effective Practices. NAMI, the National Alliance on Mental Illness


**Additional Readings will be posted on CANVAS.

Session 6: 2.19.19
Topic: Evidence-Based Practice Movement & Treatment Approaches

Required Readings:

Optional Readings:
National Registry of Evidence-based Programs and Practices: https://www.samhsa.gov/nrepp


Session 7: 2.26.19
Topic: Health Care Reform and the impact on Mental Health Services

Required Readings:

Optional Readings:


**Additional Readings will be posted on CANVAS

Session 8: 3.12.19
Topic: Continuums of Care and Involving Community

Required Readings:

Optional Readings:


SW636.05 WINTER 2019 CRANE 8

**Additional Readings will be posted on CANVAS**

**Session 9: 3.19.19**
Topic: Co-occurring Disorders and Substance Abuse

Required Readings:

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


**Session 10: 3.26.19**
Topic: Laws governing Treatment of Mental Illness and Mental Health Disorders

Required Readings:

Optional Readings:
Peay J., Personality Disorder and the Law: Some Awkward Questions, Philosophy, Psychiatry, & Psychology, Volume 18, Number 3, September 2011, pp. 231-244, John Hopkins University

Stewards of Change: Confidentiality and Privacy in HHS: Myth vs. Reality (March 2011)


**Additional Readings will be posted on CANVAS

Session 11: 4.2.19
Topic: Disparities and Culture

Required Readings:


Session 12: 4.9.19
Topic: Mental Health Policy Analysis

Required Readings:

Optional Readings:


**Additional Readings will be posted on CANVAS

Session 13: 4.16.19
Topic: Disability Services & Autism

Required Readings:
doi:10.1002/pam.21814


**Session 14: 4.23.19**

Topic: What’s Happening Globally with Mental Health Policy

Required Readings:
Global Lessons In Frugal Innovation To Improve Health Care Delivery In The United States
Health Affairs 2017 36:11, 1912-1919


Additional readings will be posted on CANVAS.

c. Assignments

1. Book Critique/Review and Analysis:
   ***(I will share a list of suggested books for you to pick from the first day of class)***
   This assignment asks you to write a 5-7 page critique/review of a book that addresses some aspect of mental illness, mental health treatment, or mental health policy. The review should be more than a summary or a critique- it should situate the book in the context of larger issues such as the development of treatment modalities, changing understandings of mental illness, ethical concerns relevant to the social work profession, and the extent to which it addresses concerns related to privilege, oppression, diversity and social justice. It should also indicate why you believe the books makes a contribution (or fails to make one!) to the profession. The review will require that you do additional research and cite relevant sources, you will need to find at least 4 additional sources articles to support your review and analysis. **This paper is due on February 19, 2019 by 11:59pm on CANVAS and is worth 25% of your grade.**
2. **Attend a Meeting:**

Decide which group you want to learn about e.g., NAMI (National Alliance on Mental Illness), DBSA (Depression Bipolar Support Alliance), Recovery Inc. A.A. or NA.

If you attend a 12-step meeting, the meeting must be an “open” meeting unless you qualify for a closed meeting (open meetings generally have a speaker and everyone is welcome, closed meetings are for those who desire to stop drinking or using). Attendance at two meetings of different groups or two or more meetings of the same group is desirable but I understand this may not be possible given your time constraints.

Attend the meeting alone to get a sense of how the newcomer might feel going to the first meeting.

Arrive early and stay late; have a conversation with at least two people. Consider asking how a newcomer gets phone #s, a temporary sponsor, or finds a home meeting. Do not take notes in the meeting and respect anonymity of the members. Identify yourself as a student when appropriate.

Describe the type and location of the meeting. Observe the characteristics of the participants: age, gender, socio-economic status, ethnicity, race, sexual orientation, gender identity, religious affiliation, etc. Describe the “culture and climate” of the meeting (e.g., friendly, formal, disorganized, business-like, intellectual, literature oriented, or any characteristics you found noteworthy). How did you feel about being there? How did you feel about the others that were there? What did you learn from the meeting and conversations you had?

Discuss how your agency might better cooperate with this self-help group, organization, program, or fellowship. Discuss the policy issues associated with cooperation and how they might be addressed.

Use citations where necessary and as needed. There is no required length of this paper.

**This assignment is due by April 9, 2019 at 11:59pm on CANVAS and is worth 15% of your grade.**

3. **Mental Health Policy Paper:**

This is an 8-10 page paper that addresses a policy or service issue in the mental health field.

Some ideas include the following: the paper could examine the historical development of policy in a particular area; examine the way in which definitions of particular mental health conditions have changed over time; examine challenges posed by culturally appropriate practice with a particular racial, ethnic, social or economic group; examine controversies about how policies incentivize or dis incentivize particular methods of treatment.

The paper should have, at minimum, four parts (additional subheadings and focus is up to you):
a) a clear statement of the problem or policy issue which you are addressing; b) a discussion of existing research, including at least 10 citations from the professional literature; c) recommendations for ways in which policies or practices could be improved; and d) a discussion of ways in which social work professionals could advocate for change.

This assignment is due by March 19, 2019 at 11:59pm on CANVAS and is worth 30% of your grade.

4. **Final Exam (Short Answer Essays):**

These will be reflective of readings and class discussion/class handouts, in multiple choice format, such as choose 2-3 out of 5 to answer, with each essay ranging from 2-3 pages with 1.5 spacing and 12-pt font. The questions to address will be handed out two weeks in advance, and this assignment is due by April 26, 2019 at 11:59pm on CANVAS. This assignment is worth 20% of your grade.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Book Critique/Review and Analysis</td>
<td>25</td>
<td>2/19/19</td>
</tr>
<tr>
<td>Mental Health Policy Paper</td>
<td>30</td>
<td>3/19/19</td>
</tr>
<tr>
<td>Attend a Meeting</td>
<td>15</td>
<td>4/9/19</td>
</tr>
<tr>
<td>Take Home Final Exam</td>
<td>20</td>
<td>4/26/19</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>on-going</td>
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**d. Attendance and Class Participation**

Attendance: **Attendance is necessary for participation to occur but attendance alone is not enough – you have to actively engage – ask and answer questions, make comments. Participation counts for 10% of your overall grade. If you are to miss more than 1 class during the semester, you will need to speak with me, as an additional writing assignment will be required of you.**

Typically each week we’ll have some combination of lecture, small group discussion and full class discussion. Lecture outline will be posted on CANVAS before the night of the lecture. Each week there will be assigned readings. As we progress through the semester, I will begin to highlight readings based on our class discussions. Each week, in discussion you will be asked about the core concepts and relevant implications of these concepts. Core concepts should link from one week to the next in the sense that you should be asking yourself (and me) how the current week’s content relates to what we already learned. The goal of the discussions is to create an active learning context in which each week’s content is actively linked to prior content so that by the end of the semester, students will have a linked memory structure, facilitating later recall and use of the material in class and in the field.
Please refer to the MSW Student Guide for policies related to attendance and class participation found here: https://ssw.umich.edu/msw-student-guide/section/1.08.00/17/policy-on-class-attendance

e. Grading

The Grading Scale is:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100% - 95%</td>
</tr>
<tr>
<td>A-</td>
<td>94% - 90%</td>
</tr>
<tr>
<td>B+</td>
<td>89% - 86%</td>
</tr>
<tr>
<td>B</td>
<td>85% - 83%</td>
</tr>
<tr>
<td>C+</td>
<td>79% - 76%</td>
</tr>
<tr>
<td>B-</td>
<td>82% - 80%</td>
</tr>
<tr>
<td>C</td>
<td>75% - 73%</td>
</tr>
<tr>
<td>C-</td>
<td>72% - 70%</td>
</tr>
</tbody>
</table>

A+ is reserved for exceptional work.

Please refer to the MSW Student Guide for additional questions on grading and grading for special circumstances: https://ssw.umich.edu/msw-student-guide/section/1.07.00/14/grades-in-academic-courses-and-in-field-instruction. https://ssw.umich.edu/msw-student-guide/section/1.07.01/15/grades-for-special-circumstances.

Due dates: Assignments are to be submitted on CANVAS by 11:59pm on the assigned due date. After the due date, 1 point will be deducted per day each day late from your grade on the assignment, with a maximum of 5 points deducted for a late submission.

f. Additional School and University policies, information and resources are available here: https://ssw.umich.edu/standard-policies-information-resources. They include:

Safety & Emergency Preparedness:
In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

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. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB(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.
If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADAcompliance@umich.edu.
Office of Student Services
School of Social Work | Room 1748
734-936-0961

For more information view the annual Campus Safety Statement at http://www.dpss.umich.edu/.

Register for UM Emergency Alerts at http://www.dpss.umich.edu/emergency-management/alert/.

Mental Health and Well-being:
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 and https://caps.umich.edu/ during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (734) 764- 8320 and https://www.uhs.umich.edu/mentalhealthsvcs, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

Teaching Evaluations:
In general, teaching evaluations can help faculty improve their classroom performance and provide important information for decisions about re-appointment, promotion, tenure, salary, and awards. All of the schools and colleges have teaching evaluation tools to meet these objectives. Students are strongly encouraged to complete teaching evaluations at the end of each term. Teaching evaluations are administered via Canvas and will be emailed to students during the last week of classes. Student identity is completely anonymous, and instructors cannot view evaluation reports until after grades are submitted.

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.

There are two inclusive restrooms in the SSW building: room 1784 (1st floor, near Registrar’s Office) and B833T (Lower Level). Click here for the Spectrum Center’s map of gender inclusive restrooms on campus.
Accommodations for Students with Disabilities:
If you are in need of any accommodations, please let me know at your earliest convenience. Any information you provide is private and confidential and will be treated as such. Additional information about accommodations for students with disabilities, as well as a list of appropriate accommodation forms, is available here. Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

For more information, contact:

Services for Students with Disabilities
G-664 Haven Hall
505 South State St.
Phone: (734) 763-3000
Email: ssdoffice@umich.edu

Religious/Spiritual Observances:
Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent. Such notice must be given by the drop/add deadline of the given term. Students who are absent on days of examinations or class assignments shall be offered an opportunity to make up the work, without penalty, unless it can be demonstrated that a make-up opportunity would interfere unreasonably with the delivery of the course. Should disagreement arise over any aspect of this policy, the parties involved should contact the Department Chair, the Dean of the School, or the Ombudsperson. Final appeals will be resolved by the Provost.

Military Deployment:
Please refer to the following University website, if you are to be deployed at any point during the semester: http://vets.umich.edu/life-at-michigan/military-deployment/

Writing Skills and Expectations:
Strong writing and communication skills are essential to students' academic success and professional career. The Writing Coordinator for the School of Social Work is open to meeting 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
Career Services (Room 1696)
1080 S University Ave.
Phone: (734) 763-6259
Email: ssw-cso@umich.edu

**APA formatting:**

Any social work assignments presented as professional papers or presentations should utilize APA formatting. Review the MLibrary APA Citation Guide as needed. The Purdue Owl website is another helpful resource for assistance with APA formatting.

**Academic Integrity and Plagiarism:**

Please consult the Student Guide [http://www.ssw.umich.edu/studentGuide/](http://www.ssw.umich.edu/studentGuide/) [Student Code of Academic and Professional Conduct] to make sure you are not committing plagiarism in your written reports, assessments or assignments. The ideas of others must be cited correctly and direct quotes must be shown with quotation marks and cited correctly. If you are in doubt cite! Plagiarism can be grounds for expulsion from the School. A useful web resource on academic integrity can be found at: [http://www.lib.umich.edu/acadintegrity/](http://www.lib.umich.edu/acadintegrity/)