

UNIVERSITY OF MICHIGAN

SCHOOL OF SOCIAL WORK

S.W. 636 Mental Health Policy and Services
Monday 2:00-5:00
Room 3752
Tuesday 9:00-12:00
Room 3629

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Hours: By appointment

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That any sane nation, having observed that you could provide for the supply of bread by giving bakers a pecuniary interest in baking for you, should go on to give a surgeon a pecuniary interest in cutting off your leg, is enough to make one despair of political humanity.

George Bernard Shaw, *The Doctor's Dilemma*

Know that many personal troubles cannot be solved merely as troubles, but must be understood in terms of public issues ... Know that the human meaning of public issues must be revealed by relating them to personal troubles — and to the problems of individual life. C. Wright Mills. *The Sociological Imagination*. New York: Oxford, 1959, p. 226.

Course Description:

This course will cover the various mental health services and programs for adults, children, and youth, and the roles that social workers perform. Promotion, prevention, treatment and rehabilitation services to the mentally ill, developmentally disabled, learning disabled and substance abuse populations will be surveyed. Contemporary policy issues, legislation, ethical issues, controversies, social movements, and trends affecting services to those with mental illness and mental disorders will be discussed. The historical context of services and how the mentally ill have been historically stigmatized and conceptualized will be reviewed, so that students will be able to develop critical thinking about mental health services. The impact of differences in the key diversity dimensions such as ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression) marital status, national origin, race, religion or spirituality, sex, and sexual orientation will be examined, as these relate to various mental health policies and services. This course will also survey the various self-help, mutual aid, and natural/informal helping systems.

Course Content:

The processes and politics of mental health policy making and program development will be examined from the perspective of historical, contemporary, and future models of the mental health system. Alternative approaches to defining mental health and mental illness, developmental and other disabilities, and substance related disorders will be addressed. Epidemiological findings about the incidence and prevalence of disorders and the utilization of mental health services will be examined. A review of local, state, and national models for mental health programs and systems, along with consideration of self-help services and advocacy programs, will provide students with an opportunity to understand a range of approaches to promotion, prevention, treatment, and rehabilitation services, financing, and service delivery. This course will include consideration of individual rights, especially the rights of populations at risk, rights regarding civil commitment and treatment, professional roles vis.-a-vis. consumer rights, and

consumer advocacy.

Attention will be given to persons with mental illness, developmental disabilities, learning disabilities, and substance abuse disorders-or combinations of these conditions-with special focus on individuals with severe and persistent mental conditions. U.S. mental health policy will be examined as it is enacted in programs and services, social entitlements, financing arrangements, and organizational missions. Ethical and value dilemmas connected to these topics will be examined within an American as well as comparative historical and cultural context. The major focus of this course will be on public policies and services, with an ongoing examination of the relationships of this public domain to the non-profit and for-profit sector. Special consideration will be given to how the contemporary mental health system relates to and is experienced by economically disadvantaged persons, women, transgendered, lesbian, bisexual, gay, and queer persons, and persons of color.

Course Objectives:

Upon completion of the course, students will be able to:

1. Demonstrate knowledge of the historical context of mental health policies and services, and apply this knowledge in making a critical analysis of existing and proposed mental health systems.
2. Identify the social work practitioner's role in mental health policies and services in relation to:
 - a) initiating and modifying policy and programs by providing professional activities, such as advocacy, public education, and service coordination.
 - b) applying the values and ethics of the social work profession to the mental health field, especially the rights of individuals regarding civil commitment, treatment, and social services.
3. Explain how public health concepts and epidemiological data are used in developing and changing policies and monitoring mental health programs.
4. Identify and analyze the effects of oppression, discrimination, stigma, and other negative social influences on consumers of mental health services.
5. Analyze current mental health policies, legal issues, delivery systems, service settings, target populations, and service approaches in relation to contemporary social work practice in mental health.
6. Apply knowledge of the etiology of mental illness and other disabilities and the effects of psychiatric labels on the creation of programs for the prevention of illness and promotion of health in keeping with professional goals of social justice.
7. Discuss typical ethical concerns related to mental health policies and services.

Course Design:

The instructor will utilize lectures, videos, guided discussions, and may draw upon exercises, guest speakers, and field visits. References and required readings provide the basis for class discussion, exercises, and written essay assignments.

Theme Relation to Multiculturalism & Diversity:

Multiculturalism and diversity issues will be presented in relation to the various definitions of mental health, mental illness, disabilities, and substance related disorders. Data from epidemiological studies will be examined in order to focus on populations at risk including those defined by ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression) marital status, national origin, race, religion or spirituality, sex, and sexual orientation, in regard to a) incidence and prevalence rates, and b) acceptability, accessibility, availability, and utilization of services.

Theme Relation to Social Justice:

The study of the mental health service delivery system will provide students the opportunity to assess the system in terms of injustice and the effects of stigma and discrimination on those with psychiatric labels and populations at risk. The objectives of social change and social justice will be explored in relation to legal issues and individual rights that pertain to mental health policy making and program development.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation:

An examination of the community mental health movement will allow for an emphasis on promotion of mental health and prevention of mental illness and disabilities. Research on risk and protective factors related to mental health prevention programs and how knowledge can be translated into effective interventions will be explored.

Theme Relation to Behavioral and Social Science Research:

Behavioral and social science conceptual frameworks and empirical findings will be presented throughout the course, on such topics as: epidemiology of disorders and disabilities; causes of illness and disability; program evaluations on the effectiveness of community-based mental health programs; financing of mental health services; and services to women, ethnic minorities, and economically disadvantaged populations.

Relationship to SW Ethics and Values:

This course will examine current ethical issues and controversies in the field of mental health policies and services. The NASW Code of Ethics will be used to inform practice in this area. Students will analyze ethical issues related to: stigmatization and psychiatric labels; client confidentiality; client rights and prerogatives, especially the rights of populations at risk and those related to civil commitment and treatment; prevention and elimination of discrimination; equal access to resources, services, and opportunities; respect for the diversity of cultures; changes in policy and legislation that promote improvements in social conditions; and informed participation of the public.

Intensive Focus on PODS:

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice, and/or policies that promote social justice, illuminate social injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self knowledge and self awareness to facilitate PODS learning.

Accommodation: If you have a disability and desire accommodation, please make an appointment to see me early in the term.

Class Participation

Thoughtful and insightful participation is preferable to frequent contributions that merely restate presented facts, are not on topic, or make unsubstantiated claims. The best contributions are those that are relevant to the question at hand. They often build on or respond to the observations of others, make links to prior classes, or draw on materials and lessons from other courses. Debates

and disagreements can be powerful opportunities for learning. We look forward to these types of dialogues with you. (*My sentiments, however source unknown*).

Laptops

Please use your laptop only for class purposes. PLEASE respect classmates.

Required Text

Better But Not Well: Mental Health Policy in The United States since 1950

Frank, Richard G. and Gilied, Sherry A

ISBN-13 978-0801884436

American Psychosis

Torrey, E Fuller

ISBN-13 978-0199988716

The Insanity Offense

Torrey, E Fuller

ISBN-13 978-0393341379

SOURCE MATERIALS

National and international sites

World Health Organization on mental health policy, planning and service development

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

Substance Abuse and Mental Health Services Administration web site

<http://samhsa.gov/>

National Institute of Mental Health web site

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

National Alliance on Mental Illness

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

Depression and Bipolar Support Alliance

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

An interesting consumer site

County of San Diego Health and Human Services Agency – Network of Care

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

U-M campus sites

<http://campusmindworks.org/>

<http://mitalk.org/>

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

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

Michigan & Washtenaw County sites

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

Michigan Association of Community Mental Health Boards
<http://www.macmh.org/>

Washtenaw County Community Mental Health
http://www.ewashtenaw.org/government/departments/community_mental_health/mh_csts_wcho.html

NAMI – Michigan
<http://mi.nami.org/>

NAMI - Washtenaw County
<http://namiwc.org/>

ASSIGNMENTS

- 1. In the News (10%) At the beginning of each class we will spend a few minutes in discussion on relevant mental health policy issues in the news.**

Required Media. The best way to keep current on policy issues is to regularly read, watch and/or listen to legitimate sources of news coverage. As with any news source, one should be careful to distinguish between the news reports and the editorial commentary. Recommended media sources include:

- The New York Times (NYT), The Washington Post, The Los Angeles Times, The Wall Street Journal, etc. The Wall Street Journal, although focused on business issues, often has very good feature articles on domestic policy. The NYT offers a greatly discounted rate to UM student for subscriptions to hard and/or electronic editions.
- The News Hour (Mon-Fri, on Public TV). In the local area there are at least 3 showings of the News Hour per evening (6pm; 6:30 pm; and again around midnight) as well as online. Check your local listings. The News Hour is online at www.Pbs.org/newshour/ and has extensive links to additional material. Other sources of information include: MSNBC Countdown or ABC Nightline.

Recommended Media

- Local Newspaper (Detroit Free Press; Ann Arbor News);
- CNN News and Policy discussions;
- National Public Radio programs such as “All Things Considered” and/or “Morning Edition”. This can be accessed locally via WKAR-FM (90.5) or WUOM-FM (91.7) or online.
- Evening Network News - (CBS, ABC, NBC).

2. **Group Presentation- (30%) Separate handout to be provided.**
3. **Field visit (20%) Separate handout to be provided.**
4. **Policy Reform Paper (30%)- Separate handout to be provided.**
5. **Final Examination (10%).**

Final Grade

100	A+	95-99	A
90-94	A-	87 - 89	B+
83-86	B	80-82	B-
77-79	C+	73-76	C
70-72	C-	63-69	D
60-62	D-	≤ 59	E

From the *Student Guide*

Grades in Academic Courses

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

Preliminary Schedule of Topics, Readings, and Assignments, additions will be made.

- 1-13-20 What is policy?
 1/14/20 Who should determine policy?
 The relevance of policy to both the Interpersonal Practitioner and the Macro Practitioners

 Discussion of syllabus and assignments

 Choose Policy analysis team

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- 1-20-20 **Martin Luther King -No Class**
 1/21/20 1.Frank and Gilied Chapter 1 Introduction
 2. American Psychosis Chapter 1, A man with a problem
 3. Insanity Defense Chapter 1 Introduction
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- 1-27-20 1) Frank and Gilied Chapter 2 The population with Mental Illness
1/28/20 2) American Psychosis Chapter 2 Robert Felix
3) Insanity Defense Chapter Death by the Roadside...

Discussion

Policy analysis team- choose policy for analysis

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- 2/3/20 1) Frank and Gilied Chapter 3 Evolving technology...
2/4/20 2) American Psychosis Chapter 3 The Birth of Federal Mental Health Programs
3) Insanity Defense Chapter 3, 13 murders....

Discussion

Introduction of Policy Analysis Process

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- 2-10-20
2/11/20 1. Frank and Gilied Chapter 4, Health Care Financing...
2. American Psychosis Chapter 4, The short
3. Insanity Defense Chapter 4, The odds...

Discussion

Policy analysis Team Step 1

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- 2-17-20
2/18/20 1. Frank and Gilied Chapter 5 The Supply of Mental Health...
2. American Psychosis Chapter 5 The death of the federal Mental Health...
3. Insanity Defense Chapter 5 Killing of 3

Discussion

Policy Analysis Team Step 2

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- 2-24-20
2/25/20 1. Frank and Gilied Chapter 6 Policy Making...
2. American Psychosis Chapter 6 The perfect Storm
1 3. Insanity Defense Chapter 6, Sad Legacy Discussion

Policy Analysis Team Step 3

2

3-2-20 **SPRING BREAK ! ENJOY!!!!!**
3/3/20

3-9-20

3/10/20

1. Frank and Gilied Chapter 7, Assessing Wellbeing..
 2. American Psychosis Chapter 7 Dimensions of the current....
 3. Insanity Defense Chapter 7, God Does Not...
- Discussion

Policy Analysis Team Step 4 and 5

Discussion

3-16-20

3/17/20

1. Frank and Gilied Chapter 8, Looking Forward...
2. American Psychosis Chapter 8 Solutions...
3. Insanity Defense Chapter 8, The Consequences...

Discussion

Policy Analysis Team Step 6 and 7

3-23-20

3/24/20

1. The Insanity Defense Chapter 10,11,12

Discussion

Policy Analysis Team Step 8

4-6-20

4/7/20

In Class Examination

4-13-20

4/14/20

Presentations

4-20-20

4/21/20

Wrap -Up!
