Mental Health Policies and Services
Winter 2002

SW 636: Section 003             Tuesday 11:00 a.m. to 2:00 p.m.
Classroom: 3003 SEB                Office Hours by Appointment
Instructor: Joan M. Abbey                 Office: SSWB 3833
Phone: (517) 223-4055                   Fax: (517) 223-4049
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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 race, gender, ethnicity, sexual orientation and social class will be presented, 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 policymaking 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, gay male, lesbian, bisexual and transgender 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 instructors will utilize lectures, guided discussions, in class exercises, guest speakers, and field visits. References and required readings provide the basis for class discussion, in class exercises, and written assignments.

Relationship of the Course to Four Curricular Themes
- 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 racial/ethnic/cultural groups and other populations at risk, in regard to a) incidence and prevalence rates, and b) acceptability, accessibility, availability, and utilization of services.
**Social Change and 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 policymaking and program development.

**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.

**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 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.

### Texts


Fialka, J. (1997). *IT MATTERS Lessons from my son.* Huntington Woods, MI:

### Recommended


### Electronic Course Resources

The following two web sites are provided as resources for this course enabling students to do many of the required or recommended readings, as well as providing useful information to aid students in carrying out the class assignments.

SW 636 Specific Resources: [http://www.lib.umich.edu/socwork/sw636.html](http://www.lib.umich.edu/socwork/sw636.html)

Mental Health Policy Sources Online: [http://www.lib.umich.edu/socwork/mentalpol.html](http://www.lib.umich.edu/socwork/mentalpol.html)
Electronic Reserves
To access the electronic reserves, go to the School of Social Work Library page, click on library collections, under course reserves you will find the heading electronic reserves, click on that, find the class number and click on it.

Housekeeping
- Please turn off all pagers and cell phones during class time or set them on vibrate only as these electronic devices are disruptive to the educational process.
- Please consult me if you have any special needs that we need to accommodate to maximize your learning experience.

Course Requirements
1. Participation. Students are expected to fully participate in the learning process and to assist in the development of a comfortable, stimulating classroom environment. Attendance is required and students who miss a session are responsible for securing lecture notes from their peers, and handouts from the instructor. Active participation is essential to the success of this course (individually for you and collectively for all the students). This includes coming on time and being prepared, having read the required readings for each session, exercising good listening skills, contributing analytical comments, asking questions, participating in classroom activities, and consulting with the professor outside of class if necessary. Class participation is evaluated on quality as well as quantity. Passive, aggressive, monopolizing or whiny participation does not carry the weight of constructive participation. If religious holy days conflict with class attendance, please notify me in writing at least two weeks in advance, so we can plan accordingly to ensure you receive the missed content from that session.
2. Required Readings. All required readings are to be completed before the day to which they are assigned. Required readings are in the course texts, course pack, on-line documents and handout materials.
3. Coursework Completion. The assignments require students to conduct additional research that builds upon the information contained in both the readings and lectures. Students will be responsible for completing all written assignments by the due date and in accordance with the guidelines that follow. Late assignments will automatically lose five points.
4. Writing Policy. Good writing is an important skill for professional social workers. Students are encouraged to consult the section called “Writing Term Papers…” (p.54) in your Student Guide to the Masters in Social Work Degree Program. You may also find it instructive to read The Publication Manual of the American Psychological Association (4th Edition). Students are encouraged to make use of the LSA writing workshop, which provides assistance in writing specific assignments. To take advantage of this free program call (734) 764-0429. The writing workshop is available at 1139 Angell Hall, Room 1003. Student papers will be judged on clarity of writing, clear organization of ideas (headings and subheadings help), ability to incorporate class readings and lectures in the assignment, demonstration of additional research, brevity and basic grammar. All written assignments submitted by students should be double spaced in no less than 12-point font. Please page number and proofread your papers. Margins for written assignments should be no less than 1 inch all around. Failure to follow these guidelines will cost students points off their grade for the assignment. Students are strongly encouraged to make and keep a copy of their written assignments as either the instructor or the student may occasionally lose these items.
5. **Writing Criteria.** Written assignments will be evaluated both for content and clarity of presentation using a checklist specific to each assignment, but covering the following criteria.

- **Organization and Clarity:** Is the paper in the requested format? Does the paper follow the syllabus instructions in relationship to font size, etc.? Is the paper well written and organized in a logical manner? Are there appropriate transitions between paragraphs and sections? Are headings and subheadings used to improve organization? Are the sentence structure, syntax and grammar of appropriate quality for a graduate student? Are the issues addressed in such a way that someone unfamiliar with the topic can understand them?

- **Completeness and Thoroughness:** How fully have the issues been addressed? Has the student sufficiently researched the issue using library resources, interviews and other means in order to gain differing perspectives and full knowledge of the issue? Does the paper leave the reader with the impression that major questions are unanswered? Is the quality of issue/problem analysis at graduate level? Has the paper been carefully proofread?

- **Referencing:** Are there a sufficient number of references? Has the theoretical and empirical literature on the subject been incorporated into the paper? Are references well integrated in the text of the paper? Are opinions/ideas supported by cited sources? Has referencing been done appropriately? Failure to reference another’s words or ideas is considered plagiarism and is a violation of academic integrity. Plagiarism alone is grounds for failure on an assignment. Please refer to page 50 of your *Student Guide to the Master’s in Social Work Degree Program 2001-2002* for a further discussion of plagiarism. A word about Internet referencing. Make sure you cite all websites carefully, from your citation, I should be able to find the page and article, database, etc. that you used. Most web materials should be cited as secondary data, and you should use peer-reviewed materials or original historical materials for primary resources. Government web sites may be used as primary sources. If you use research published by political sciences research institutions (think tanks) you must take care to acknowledge any known biases of the groups and should try to balance their work with work from other institutions with a different political ideological perspective. No more than one-third of your citations for any assignment should be Internet citations.

- **Originality and Creativity:** Has the student used his or her analytical skills in a way that suggest more than a restatement of what others have said about the issue? (See the above discussion on plagiarism). Has the student compared, contrasted and integrated different viewpoints and material on the subject in a way that shows s/he has a through understanding of the issue? Has the student suggested points that have not been addressed by others?

**Grading**

It is best not to assume that you will receive an “A” in this course, due to the increased demands of graduate level studies. Most of you were “A” students as undergraduates, but as graduate students with the increased challenges of the work at this level it is natural that there will be some alterations in your grade averages. 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. Failure to follow APA guidelines for referencing and for headings will result in a lower grade. I use a checklist for each assignment to assess your papers and compare each paper to that checklist. You will receive a copy of each assignments checklist well in advance of that
assignments due date. However, your work will also be evaluated as it compares to that of your classmates for each assignment. If, after you read my feedback, you have questions or concerns about the grade, please put these concerns in writing to me. I will re-read a paper, but do not expect a grade change unless you can demonstrate that something was included that I thought was missing, or there was a math error. In the event that a student chooses to re-write the paper, I will assign the mean grade for the two papers. All papers are due by the end of the class period on the due date. Papers may not be submitted by e-mail as the attachment may transmit a virus or worm. Late papers will automatically lose five (5) points.

Grades of A are reserved for student’s meeting all the above course requirements and whose work not only demonstrates excellent mastery of content, but undertakes complex or new issues and tasks, applies critical thinking skills to the assignments and in-class activities, and demonstrates creativity in their approach to the assignments. Grades of B are given to students whose work is judged to be very good and demonstrates a more than competent understanding of the material, who undertakes complex or new issues and tasks, applies critical thinking skills to the assignments and in-class activities, and demonstrates creativity in their approach to the assignments. A grade of C is given to student’s whose work is less than adequate and reflects only moderate grasp of content, fails to meet minimum standards for assignments and does not apply critical thinking skills. Your final grade in the class will be calculated by adding up your scores on the individual assignments. Final grade determinations are in accordance with the following apportioning:

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<tr>
<th>Grade</th>
<th>Score Range</th>
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<tr>
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<tr>
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<th>Percent of Grade</th>
<th>Due Date</th>
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<tr>
<td>Attendance &amp; Participation</td>
<td>10%</td>
<td>On-going</td>
</tr>
<tr>
<td>Program Assessment and Modification</td>
<td>35%</td>
<td>February 12, 2002</td>
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<tr>
<td>Public Hearing Testimony</td>
<td>30%</td>
<td>March 12, 2002</td>
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<tr>
<td>Group Presentations</td>
<td>25%</td>
<td>April 9 &amp;16, 2002</td>
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**Assignments**

**Attendance & Participation:** In addition to being present for all class sessions and prepared to actively and constructively participate in class, 5% of this grade is awarded for bringing a (1) newspaper article to class about mental health policies or services. Students are to clip and bring a newspaper article from a reputable newspaper to class and to verbally present the article to their peers for discussion. Students will be assigned a time frame for completing this assignment the first week of class.

**Program Assessment and Modification:** There are two parts to this assignment. First, describe a program you have visited for this course, or are familiar with due to a work or practicum arrangement (e.g. clubhouse model, ACT program, MST or other home based service, wraparound service, group home, etc.) The description should include an analysis of the parent agency environment or service context the program operates within. It should also address the physical/geographic setting for the program (rural, urban, suburban, etc). Other questions the description should answer are listed below.
1. What are the programs in and out referral sources?
2. Who actually uses the program in contrast to the client population the program was designed to serve?
3. What is the level of use of the program in contrast to demand for the service?
4. What activities occur while the consumer is in the program (describe program operations)?
5. What is the duration and intensity of the program?
6. Is the program effective and of high quality?
7. Does the program place consumers at risk (include risk for creating deviance)?
8. What is the level of consumer satisfaction with the program?
9. How accessible is the program for persons with special needs (physical accommodations for physical handicaps, language, transportation, child care, staff attitude, other barriers)?
10. Does the program adequately respond to the interests of one or more cultural groups outside of the mainstream (e.g. persons of color, immigrants, women, seniors, lesbians, gays, etc.)?

Not all these criteria will carry the same weight depending upon the program. You might also consider other criteria that are relevant to the specific program you are reviewing. Please discuss these additional criteria with the instructor in advance, or any criteria listed above you think are not applicable to the program. The second part of the assignment is to make empirically valid recommendations for changes to the program that will make it more accessible, responsive and effective for persons with special needs or other oppressed groups (e.g. persons of color, immigrants, women, seniors, lesbians, gays, etc.) The paper should not exceed ten (10) pages and must include at least five (5) substantive references to support your recommended program modifications making sure that no more than two of these references are internet web sites. A reference page should be attached and sources cited in the paper should be done in APA style.

Public Hearing Testimony: Students are to research a current mental health policy issue (including appropriations) at the state, local or federal level and if possible attend a public hearing about this policy. Examples of policy issues include the restoration and expansion of mental health parity, block grant funding for mental health and substance abuse services, changes to the Medicaid and Medicare programs, privatization of the public mental health system in Michigan, and cuts to important mental health prevention programs. The student is to then write public hearing testimony on this policy issue not to exceed four (4) pages. Additional pages for graphs or tables are allowed. Students will have an opportunity to present their testimony in a simulated public hearing. Students will receive samples of public hearing testimony from the instructor. The grade for this assignment depends on how well the student’s supports their arguments using facts from sources cited (APA style), and the completeness of the content. The paper must include at least five (5) substantive references to support your arguments, making sure that no more than three (3) of these references are internet web sites. A reference page should be attached and sources cited in the paper should be done in APA style. Content should include the following.
1. The policy’s legislative history.
2. The ideological or value base of the policy.
3. The policy’s strengths and weaknesses, and any unintended consequences as indicated by research and evaluation.
4. The service delivery structure and practices driven by the policy.
5. Funding streams effected or required to implement the policy.
6. Recommended changes and the pros and cons of these recommendations.
On February 19, 2002, students should be prepared to verbally overview the topic they have chosen for their public hearing testimony. This topic overview should include why this topic was selected and where the issue is at in the policy process.

Group Presentations: Students will be assigned to small groups by the third week of class. This assignment is as much about working in groups and the lessons learned about group process as it is about the program content. Each group will select and research an innovative model program for presentation to the full class during the final weeks of the semester. Students will be asked to evaluate their own and their group members performance and contribution to the group effort. The focus of these group presentations may be local, state, national or international programs for preventing or treating mental health, substance abuse or improving the quality of life for persons with developmental disabilities. The plan for the presentation’s content should be done in consultation with the instructor. Presentations should not exceed twenty (20) minutes in length with an additional ten (10) minutes allotted for questions and answers. Finally, presentations should be of professional quality using overheads or Power Point and handouts. Students wishing to use Power Point must provide the instructor with at least two weeks notice to arrange for the equipment.

These presentations should be accompanied by written research papers describing the program you selected and should not exceed eight (8) pages of narrative, excluding charts or tables the students wish to use in illustrating points made in the narrative. These papers must include at least six (6) substantive references to support your recommended program modifications making sure that no more than half of these references are internet web sites. Appropriate sources include print journals and books, credible Internet sources, interviews with service providers or service recipients, program site visits, and program procedural manuals. A reference page should be attached and sources cited in the paper should be done in APA style. Papers should not only describe the state of the art for the selected program model, but should also describe the history/development of this service. The following questions should be used as guidelines for developing this assignment.
1. What is the historical background of this program model, when and where did it begin?
2. What specialty health problems or issues lead to the development of this program model?
3. What is the theoretical basis of the program model?
4. What are the strengths and weaknesses of the program model based on evaluation and research results?
5. How does this program model compare with other program models designed to impact the same problem or issue?
6. What are this program model’s emerging issues? For example, program model drift, poor evaluation design, or higher than anticipated program costs.

Course Schedule
Session 1. January 8, 2002
Course Overview and Introductions
- Course Orientation & Assignments
- Discuss Multicultural Ground Rules
Required Readings: Mechanic, Chapters 1 & 2.
Recommended Readings: Aday, Chapter 1.
Handouts: Syllabus & Introductory Materials
Session 2. January 15, 2002
Mental Health Policy Framework
- Historical and Contemporary Policy Issues
- Legal Frameworks for Mental Health

**Required Readings:** Mechanic, Chapters 5, 9 & 12.
**Handouts:** Supplemental Lecture Materials

Session 3. January 22, 2002
Mental Health Services Framework
- History of Programs and Services
- Stigma & Service Utilization
- Computer Lab: Using Web Resources Tutorial, Karen Reiman-Sendi, Librarian School of Social Work

**Required Readings:** Mechanic, Chapters 10 & 11.


**Recommended Readings:** Aday, Chapter 5.
**Handouts:** Supplemental Lecture Materials

Session 4. January 29, 2002
Epidemiology & Defining Mental Health Problems
Guest Speaker: Jamie Abelson, MSW, ACSW, Senior Research Associate, Institute for Social Research
- Defining Mental Health and Substance Abuse Problems
- Incidence & Prevalence

**Required Readings:** Mechanic, Chapters 3, 4 & 6.


**Recommended Readings:** Aday, Chapters 2 & 3.
**Handouts:** Supplemental Lecture Materials

Session 5: February 5, 2002
Mental Health Policies & Services for Children
- Policy Issues
- Children’s Services & Systems of Care

**Required Readings:**

Altos, CA: David and Lucille Packard Foundation. 8:2 pp. 119-133.
http://www.futureofchildren.org

**Handouts:** Supplemental Lecture Materials

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**Session 6:** February 12, 2002

**Issues in Financing Mental Health Care**

**Guest Speaker:** Mac Miller, Executive Director, Community Mental Health Services of Livingston County.

- Public & Private Payers
- Managed Care

**Required Readings:** Mechanic, Chapters 7 & 8.


**Recommended Readings:** Aday, Chapters 6 & 8.

**Handouts:** Supplemental Lecture Materials

🚀 **Program Assessment and Modification Paper Due**

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**Session 7:** February 19, 2002

**Adults with Mental Illness**

- Disorders & Treatment
- Service Delivery

**Required Readings:** Mechanic, Chapter 6.


🚀 **Public Hearing Topic Overview Presentation**

**Handouts:** Supplemental Lecture Materials

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**Session 8:** February 26, 2002

**Spring Break** NO CLASS TODAY

**Required Readings:**


Session 9: March 5, 2002
Developmental Disabilities Policies and Services
Guest Speakers: Eric Richards, Executive Director, The Arc Michigan
               Janice Fialka, MSW, ACSW, Adjunct Faculty Wayne State University
               - Defining Developmental Disabilities
               - Incidence and Prevalence

Required Readings:
Brown, S. (Winter 1997). Beneficiary centered care in services to persons with developmental
Hanson, M. J. (Fall 2001). “After preschool inclusion: Children’s educational pathways over the
    early school years.” in Exceptional Children. 68(1)

Recommended Readings: Aday, Chapter 7.

Handouts: Supplemental Lecture Materials

Session 10: March 12, 2002
Mental Health & Substance Abuse
Guest Speaker: Karen Schrock, Interim Director, Detroit-Wayne County Community Mental
              Health Agency
              - Services to people abusing alcohol and drugs.
              - Dual diagnosis of mental illness and substance abuse.

Required Readings:
Watkins, K.E., (1999). Addictions Services: The role of gender in engaging the dually diagnosed
    systems: Initiating a statewide collaborative.” in The Journal of Behavioral Health Services
    & Research. 27(1).

Recommended Readings: Aday, Chapter 9.
Handouts: Supplemental Lecture Materials

Public Hearing Testimony Due

Session 11: March 19, 2002
Culturally Competent Service Delivery to Special Populations
Guest Speaker: William Memberto, Director Office of Urban Indian Affairs, Michigan
               Family Independence Agency

Required Readings:
Stanley, S. (April 1998). “In search of cultural competence in psychotherapy and counseling.” in

**Recommended Readings:**

**Handouts:** Supplemental Lecture Materials

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**Session 12:** March 26, 2002

**Mental Health, Substance Abuse & the Corrections Systems**

**Guest Speaker:** Barbara Sampson, Quality Assurance Liaison, Wayne County Department of Community Justice

- Services for Persons in the Corrections System
- Corrections: Michigan’s Mental Health Safety Net

**Required Readings:**

**Handouts:** Supplemental Lecture Materials

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**Session 13:** April 2, 2002

**Prevention & Mental Health Promotion**

**Guest Speaker:** Betty Tableman, Former Director of Prevention Services, Michigan Department of Community Health.

- Prevention: Defined
- Prevention: Research and Services

**Required Readings:**

**Handouts:** Supplemental Lecture Materials
Session 14: April 9, 2002
The Future of Specialty Health Care
Guest Speaker: Patrick Barrie, Interim Deputy Director, Oakland County Community Mental Health
  • Professional Roles vs. Consumer Roles
  • Policy, Programs & Financing

Required Readings:
Michigan Department of Community Health. (October 11, 2001). Implementation Guide Revised Plan for Procurement of Specialty Prepaid Health Plans.  Lansing, MI: Michigan Department of Community Health.  You may download this from the Michigan Department of Community Health’s Website under the heading Substance Abuse and Mental Health Services.  Also, the Application for Participation as a Specialty Prepaid Health Plan if available.  [www.mdch.state.mi.us](http://www.mdch.state.mi.us)

Handouts: Supplemental Lecture Materials
  ✦ Model Programs Papers Due and First Set of Student Presentations

Session 15: April 16, 2002
Recommended Readings: Aday, Chapters 10 & 11.
  ✦ Model Programs Papers Due and Finish Student Presentations