S.W.P.S.  636 Mental Health Policy and Services, section 03

Winter, 2004 - Wednesdays from 2:00 P.M. to 5:00 P.M.

2302 Education Building

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Individual conferences by appointment on Wednesdays beginning at 5:00 p.m., or at other times, if necessary.

I am indebted to Tom Powell, a Professor from whom my wife and I both learned when we were students in the School of Social Work, for his support and assistance with preparing for this class. Professor Powell generously shared with me his course outline, the addresses of many valuable web sites, and the materials that he made available via the School of Social Work Library’s electronic reserves. Further, he was (and will continue to be) accessible to me regarding the teaching of this course. I am similarly indebted to Sally Lawler, a remarkable resource for faculty and students, alike. Finally, I am greatly appreciative of the technical assistance that will undoubtedly be given to students and to me throughout the term - by Mike Duvendeck.

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 when providing assistance to individuals with mental health needs. Promotion, prevention, treatment, rehabilitation and advocacy services to people with mental illnesses, developmental disabilities, and substance abuse challenges will be surveyed. Contemporary policy issues, legislation, ethical issues, controversies, social movements, and trends affecting services to these consumer populations will be discussed. The historical context of services, and how people with mental illnesses, developmental disabilities and substance abuse challenges have been historically stigmatized and conceptualized will be reviewed. The impact of race, gender, ethnicity, sexual orientation, and social class will be presented in relation to various mental health policies and services. This course will also review the various selfhelp, mutual aid, and natural informal helping systems for people with mental illnesses, developmental disabilities, and substance abuse challenges.
COURSE CONTENT

The process and politics of mental health policy-making and program development will be examined from the perspective of historical, contemporary, and potential future models of mental health service delivery systems. Alternative approaches to defining mental health and mental illness, developmental and other disabilities, and substance-related disorders will be studied. Epidemiological findings related to the incidence and prevalence of disorders, and the utilization of mental health services will be examined. Local, state, and national models of mental health programs including self-help and advocacy programs will be reviewed. These programs will represent a range of approaches to promotion, prevention, treatment, and rehabilitation services, along with a range of financing, and service delivery mechanisms. Individual recipient rights be discussed.

Attention will be given to persons with mental illness, developmental disabilities, and substance abuse disorders—or combinations of these conditions. U.S. and state mental health policy will be examined as it is enacted in programs and services, social entitlements, financing arrangements, and organizational missions. Associated ethical and value dilemmas will be examined within an American as well as comparative historical and cultural context. The major focus of the course will be on public policies and services, with simultaneous examinations of the relationships among the increasingly overlapping public, non-profit and for-profit sectors. Special consideration will be given to how the contemporary mental health system is experienced by individuals with economic disadvantages, persons of color, women, males who are gay, women who are lesbians, people who are bisexual, and individuals who are transgendered.

COURSE OBJECTIVES

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 through their service providing activities and other professional activities, e.g. advocacy, public education, service coordination, and b) applying the values and ethics of the social work profession to the mental health field, especially the rights of individuals regarding 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.
RELATIONSHIP TO THE SCHOOL OF SOCIAL WORK’S CURRICULAR THEMES

1. Multicultural Issues

Multicultural issues are presented in relation to the various definitions of mental health, mental illness, developmental disabilities, and substance related disorders. Data from epidemiological studies are examined in order to focus on racial/ethnic/cultural groups and other populations at risk in regard to (a) incidence and prevalence rates; (b) acceptability, access, availability, and utilization of services.

2. Social Change and Social Justice

The study of mental health service delivery systems provides students with an opportunity to examine social injustice and the effects of stigma and discrimination in relation to “at risk” consumer populations. The objectives of system improvement and social justice are explored in relation to legal issues and individual rights that pertain to mental health policy making and program development.

3. Promotion and Prevention

An examination of the community mental health movement allows for an emphasis on promotion of mental health and reductions in the prevalence of mental illnesses, developmental disabilities and substance abuse challenges. Mental health challenges can be explored in the context of research that can contribute to interventions that will reduce the intensity, acuity and occurrences of mental health challenges.

4. Social Science

Social and behavioral science conceptual frameworks and empirical findings are 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 and other diagnostic labels, consumer confidentiality, consumer rights and prerogatives, 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.

SOURCE MATERIALS

There is no required textbook for this course. All readings will be available through the Internet, or through written materials that I will distribute. Some of the readings will be accessible via the Social Work Library. Visit http://www.lib.umich.edu/soecwork/collect.html, and then click on Electronic Reserves, Winter, 2004).

At the end of each session of the class, you will be told the readings for which you are responsible prior to the next session. Because changes in mental health policy and services are occurring so rapidly, I want to maintain maximum flexibility to give you the most relevant and timely reading assignments including newly released Federal, State, and County policy directives.

We will be examining a number of documents published by the U.S. Department of Health and Human Services, the Office of the Surgeon General, The Substance Abuse and Mental Health Services Administration, the National Institute of Mental Health, The President’s New Freedom Commission On Mental Health, The President’s Committee on Mental Retardation, The President’s Committee for People with Intellectual Disabilities, The National Association of State Mental Health Program Directors (NASMHPD), The Center On Human Policy At Syracuse University and the National Institute On Disability and Rehabilitation Research, American Self Help Clearinghouse, The Bazelon Center for Mental Health Law, Idaho Department of Health and Welfare -Bureau of Mental Health and Substance Abuse, Oklahoma Department of Mental Health and Substance Abuse Services, Delaware Health and Social Services Division of Substance Abuse and Mental Health, Pennsylvania Department of Public Welfare Office of Mental Health and Substance Abuse Services, the Michigan Department of Community Health, the Michigan Association of Community Mental Health Boards, the National Alliance for the Mentally Ill, American Association of Mental Retardation (A.A.M.R.), United Cerebral Palsy (U.C.P.), etc., etc..
COURSE FORMAT

The course will be divided into segments. These segments will revolve around three service recipient populations. These are people with developmental and learning disabilities, people with mental illnesses, and people with substance abuse challenges.

During each segment of the class we will cover a full range and array of subjects and topics related to the service recipient population upon which we are focusing. Specifically, we will:

1. Examine the history of mental health policies and services to each population, and analyze existing and proposed mental health systems nationally and locally.

2. Identify the various roles and responsibilities of social workers in the establishment and implementation of mental health policies.

3. Explore the various jobs and tasks undertaken by social workers on behalf of service recipients and their families (clinical, supports coordination, case management, case coordination, rehabilitation, advocacy, community organization, prevention, education, etc.).

4. Learn about the legal rights of individuals who are recipients of mental health services.

5. Apply social work ethics and values to services to each of these consumer populations.

6. Explain how public health concepts, social welfare policies, and epidemiological data are used in developing, evaluating, and changing policies and monitoring mental health programs.

7. Identify and analyze the effects of oppression, prejudice, discrimination, alienation, segregation, stigmatization, and other negative social influences on people with mental health challenges.

8. 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.

9. Use knowledge about the etiology and affects of developmental disabilities, mental illnesses and substance abuse challenges to design prevention and health promotion programs.
CLASS FORMAT

Sessions will begin with a presentation followed by a discussion about lecture subjects and the assigned readings. Exercises will be utilized to reinforce and emphasize each session’s topics and materials. Presentations via guests and/or video programs will occur during some sessions of the class. The presentations, discussions, videos, and readings will be incorporated into the assignments for the class.

ATTENDANCE

Attendance will be taken at each class session. Regular attendance is essential to learning, and to each student’s success with the assignments. If a student misses more than two sessions of the class (6 hours) her or his Advisor will be notified and a meeting will be scheduled to determine if it is possible for the student to emerge from the class with a sufficient understanding of the material as summarized in the “Course Objectives” and “Course Format” sections of this outline.

MISSED CLASSES

It is the responsibility of each student to obtain notes and distributed materials from any class session that she or he has missed. It is strongly suggested that each student select a “partner” whom she or he can contact in advance of a missed session. That “partner” should take notes for the absent student, and should pick up an additional copy of any documents that are handed out.

RE-DOING PAPERS

Obviously, one’s best effort should be put forward in relation to the assignments for this class. Papers earning the grade of B- or higher may not be re-done. Papers that are given a C+ or lower may be re-done. The final grade awarded for such a paper will be the average of the original submission and the revised paper.

HOW ASSIGNMENTS WILL BE EVALUATED

When I review each student’s papers, I will be looking at the following:

• Clarity of focus
• Effectiveness of organization
• Sufficiency of detail
• Sufficiency of persuasiveness
• Use of documentation and evidence
• Application of reasoning
• Provision of supporting examples
• Overall completeness of presentation
• Use of grammar and sentence structure
GRADING SCALE

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ASSIGNMENTS

Assignment # I Due after sessions 1-13

Between each session I want you to write a one page (250 word) reaction paper related to the content of the class and to the assigned readings. The reaction paper should identify the following:

As a future social work practitioner, what portions of the class and readings most affected you and are most likely to influence your practice?

How might you use the information and content of the class and reading materials as a future policy maker and designer of programs and services?

Your reaction papers should be sent to me via e-mail when they are completed, but no later than Tuesday of each week.

Make certain that each reaction paper identifies specific course and reading materials to which you are referring. Each reaction paper should identify at least 3 classroom experiences (presentations, discussions, exercises, etc.) and at least one excerpt from the assigned readings.

*The point of these papers is to get you to represent the content that had the greatest impact upon your thinking, your perspectives, your orientations, and your attitudes as evolving social work students and as future practitioners. It is hoped that some of the course material is going to really affect you in ways, perhaps, that you didn’t anticipate. The reaction papers are supposed to reflect the portions of the course content that had the greatest impact and influence on and over you. You are welcome and encouraged to contribute portions of your reaction papers toward classroom discussions. However, to assure that this exercise will be of maximum benefit to you in terms of your growth and discoveries, I will not share any portion of any of your reaction papers without your advance and express permission.*
Assignment #2 – due February 18th

Take-home examination about social welfare policy and services to people with developmental disabilities – due February 18th. This examination will be based upon the materials presented during sessions 1-5 of the course. It will be given to you on February 18th. I will present you with a detailed and thorough scenario about a human service organization within a D.D. service delivery system. You will be asked to identify and analyze the agency’s and the system’s strengths and weaknesses, and will be asked to provide specific recommendations to improve the quality of services offered to consumers with developmental disabilities and their families. You will learn about the system through the eyes and experiences of a fictional consumer, her or his family, her or his Supports Coordinator, and her or his consumer advocate.

Assignment #3 – Due March 18th

Write a paper about developmental disabilities, mental illnesses, and/or substance abuse related issues in relation to the School of Social Work’s core curricular themes:

1. Multicultural Issues
2. Social Change and Social Justice
3. Promotion and Prevention

Specifically:

Go to http://www.lib.umich.edu/socwork/mentalpol.html

And to http://www.lib.umich.edu/socwork/sw636.html

These two sites will get you off to a great start. Utilize the library staff for assistance as needed.

2. Select a mental health challenge(s) i.e., developmental disabilities, mental illnesses and/or substance abuse related disorders
3. What is the incidence and prevalence of this challenge(s) for the cultural minority group you have selected?
4. Discuss the acceptability, access, availability, and utilization of mental health services by the cultural minority group you have selected.
5. What kinds of stigma and discrimination are experienced by the cultural minority group you have chosen (within and outside of that culture)? What are the major effects of that stigma and discrimination?
6. Based upon what you have discovered, what can be done to effectively increase the promotion and utilization of mental health service~ to the cultural minority group you have chosen?
7. What steps would you recommend in terms of prevention efforts in relation to the challenge(s) you have focused upon in relation to 4iiis cultural minority group?
Assignment # 4 - Group presentations due April 1st or April 8th

M.I. Service Delivery System Analysis and Improvement Project. Like assignment # 2, the focus of this assignment is to learn how to analyze a program that provides services to children or adults with mental illnesses, and to evaluate the agency and service delivery system within which the program exists.

Select a field placement agency or other mental health services agency with which at least one group member is familiar. From what sources is funding of the program received? What services is the program under contract to provide? To Whom? What is the eligibility criteria? What is the discharge criteria? What is the catchment area? How is this program related to other programs that are provided by the agency or organization in which it is housed? Describe the service delivery system within which this program and the agency exist. What portion of the continuum of services to people with mental illnesses is this program supposed to fulfill?

Based upon all that was learned during the segment on social welfare policy and service delivery to people with mental illnesses and their families, what are the strengths and weaknesses of this program, agency and service delivery system (philosophies, policies, procedures, recipient rights, compliance with applicable laws, rules, guidelines, etc.)?

From a quality assurance and improvement perspective, how would you modify services provided by the program, the agency, and/or the service delivery system? What recommendations do you have for the program, the agency, and the system to improve service delivery?

Assignment # 5 - Due April 22nd

Final Exam: A short-answer essay, take home, exam on the readings and class discussions will be discussed in the April 15 class and will be due on April 22. Counts 35 points toward final grade.
SESSIONS 1-5

DEVELOPMENTAL DISABILITIES

The following are some of the subjects and topics we will explore together:

• History of philosophy, social welfare policies, and services to people with developmental disabilities
• The various kinds and types of developmental disabilities
• The various eligibility criteria for D.D. services
• The many challenges that people with developmental disabilities and their families face
• The kinds of services that are available to people with developmental disabilities (outpatient, evaluations and assessments, adaptive skills training, behavior management, individual counseling, guardianship assistance, referrals for services, crisis intervention, financial assistance, environmental modifications, adaptive equipment, safety monitoring and assurance, civil commitments, community supported living services, waiver services, supports coordination, vocational rehabilitation, workshops, supported employment, residential services, center-based respite, in-home respite, partial day programs, in-patient hospitalization, institutionalization, D.D. facilities, residential treatment, partial hospitalization, A.C.T., etc.)
• Various kinds of assessments and tests
• Best practice guidelines related to services to people with developmental disabilities?
  Establishing the least restrictive appropriate service arrangements
• Determining medically necessary and clinically appropriate services?
• Achieving maximum community integration and participation.
• Guidelines that attend to behavior management
• Self-determination
• Person-centered planning
• Supports Coordination
• Recipient Rights
• Guardianship
• Civil Commitment
• Managed care
• Medicaid
• Federal law
• State law
• Means of redress of grievances (Second opinions, informal complaint procedures, Medicaid Fair Hearings)
• Types of associations in relation to various developmental disabilities
• State of the art treatments and services to people with developmental disabilities
• Accreditation (C.A.R.F. and C.O.A.)
• Licensing regulations and requirements
• Diagnostic classification systems (DSM IV and ICD 9)
• Advocacy organizations
• Associations (AAMD, ARCs, AAMR, etc.)
• Quality assurance and improvement
• Program evaluation
• Race, religion, ethnicity, sexual orientation issues
• Risk Management

Session 1 – January 7, 2004

• Introductions
• Overview of the course
• The history and evolution of philosophies, perspectives and policies toward people with developmental disabilities Are people with developmental disabilities an oppressed minority?*

PEOPLE WITH DEVELOPMENTAL DISABILITIES AS AN HISTORICALLY OPPRESSED MINORITY GROUP:

I. Ancient Era 1500 B.C. to 475 A.D.
II. The Middle Ages, Renaissance & Reformation 476 A.D. to 1500 A.D.
III. 17th and 18th Centuries
IV. Institutions from 1800 to 1950
V. The Reawakening 1950-1980
VI. The Independent Living Movement 1970-Present
VII. The Self-Advocacy Movement 1980-Present

*The Minnesota Governor’s Council On Developmental Disabilities, People Inc.’s Museum of Disability History

• Barry’s box
• Exercise
• Reading assignments
• Reaction Paper
Session 2 — January 14, 2004

• Review of major social welfare policies and laws that have affected the lives of people with developmental disabilities and their families, and those who provide assistance to them.
• The various kinds and types of developmental disabilities
• The various eligibility criteria for D.D. services
• The many challenges that people with developmental disabilities and their families face
• The kinds of services that are available to people with developmental disabilities

• Barry’s box
• Exercise
• Reading assignments
• Reaction paper

Session 3 — January 21, 2004

• Various kinds of assessments and tests
• Best practice guidelines related to services to people with developmental disabilities?
  Establishing the least restrictive appropriate service arrangements
• Determining medically necessary and clinically appropriate services
• Achieving maximum community integration and participation
• Guidelines that attend to behavior management
• Self-determination
• Person-centered planning
• Supports Coordination
• Consumer advisory groups

• Barry’s box
• Exercise
• Reading assignments
• Reaction paper
Session 4—January 28, 2004

- Recipient Rights
- Guardianship
- Managed care
- Medicaid and Medicare
- Federal law
- State law
- Means of redress of grievances
- Types of associations in relation to various developmental disabilities
- State of the art treatments and services to people with developmental disabilities?
- Mental retardation and incarceration

- Barry’s box
- Exercise
- Reading assignments related to session 4
- Reaction paper

Session 5—February 4, 2004

- Accreditation
- Licensing regulations and requirements
- Diagnostic classification systems (DSM IV and ICD 9)
- Advocacy organizations
- Associations (AAMD, ARCs, AAMR, etc.)
- Quality Assurance and Improvement
- Program evaluation
- Race, religion, ethnicity, nationality, sexuality

- Barry’s box
- Exercise
- Reading assignments
- Reaction Paper
SESSIONS 6-10

MENTAL ILLNESSES AND SUBSTANCE ABUSE CHALLENGES

The following are some of the subjects and topics we will explore together:

- History of philosophy, social welfare policies, and services.
- The various kinds and types of disorders
- The various eligibility criteria for services
- The many challenges that service recipients and their families face
- The kinds of services that are available to consumers
- Prevalence of mental illness
- Contributions of science to the study and treatment of mental illness and substance abuse challenges
- Disparities in access to services
- Stigmatization and discrimination
- Anti stigma programs
- Treatment systems
- Public health approaches to mental illness
- Research
- Current state and status of the field
- Disparities for minority groups in the receipt and quality of mental health services
- Examination of the prevalence of mental illness in various cultures
- The influence of culture and society on mental health and mental health services
- Organizing, developing and financing mental health services
- Mental health services and diversity issues related to age, race, social class, sexual orientation, etc.
- Best practice guidelines related to cultural sensitivity and competence
- Evidence-based treatments and empirical practice
- The role of the practitioner in policy development
- The use and applications of technology
- Obstacles to obtaining mental health services
- Family-centered service orientations
- Person centered planning
- Vocational Rehabilitation and employment
- Costs of services and care
- Confidentiality of mental health information
- Mental illness and violence
- Mental illness and incarceration
- Deinstitutionalization as a movement
- Various kinds of assessments and tests
- Best practice guidelines related to services to people with mental illnesses.
- Establishing the least restrictive appropriate service arrangements
- Determining medically necessary and clinically appropriate services
- Achieving maximum community integration and participation.
- Minimizing re-hospitalization and recidivism
- Guidelines that attend to behavior management
- Guidelines that attend to medications
- Psychotropic and neureleptic medications and guidelines
• Self-determination
• Supports Coordination
• Recipient Rights
• Guardianship
• Civil Commitment
• Managed care
• Medicaid and Medicare
• Federal law
• State law
• Means of redress of grievances (Second opinions, informal complaint procedures, Medicaid Fair Hearings)
• Types of associations in relation to various mental illnesses
• State of the art treatments and services to people with mental illnesses
• Accreditation (C.A.R.F., C.O.A., and JCAHO)
• Licensing regulations and requirements
• Diagnostic classification systems (DSM IV and ICD 9)
• Advocacy organizations
• Associations
• Quality assurance and improvement
• Program evaluation
• Additional Race, religion, ethnicity, sexual orientation issues
• Risk Management
• The future of services

Session 6 - February 11, 2004

• History of philosophy, social welfare policies, and services.
• The various kinds and types of disorders
• The various eligibility criteria for services
• The many challenges that service recipients and their families face
• The kinds of services that are available to consumers
• Prevalence of mental illness
• Contributions of science to the study and treatment of mental illness and substance abuse challenges
• Disparities in access to services
• Stigmatization and discrimination
• Anti stigma programs
• Barry’s box
• Exercise
• Reading assignments
• Reaction Paper
Session 7— February 18, 2004

• Treatment systems
• Public health approaches to mental illness
• Research
• Current state and status of the field
• Disparities for minority groups in the receipt and quality of mental health services
• Examination of the prevalence of mental illness in various cultures
• The influence of culture and society on mental health and mental health services
• Organizing, developing and financing mental health services
• Mental health services and diversity issues related to age, race, social class, sexual orientation, etc.
• Best practice guidelines related to cultural sensitivity and competence

• Barry’s box
• Exercise
• Reading assignments
• Reaction Paper

February 25, 2004 Spring Break

Session 8— March 4, 2004

• Evidence -based treatments and empirical practice
• The role of the practitioner in policy development
• The use and applications of technology
• Obstacles to obtaining mental health services
• Family —centered service orientations
• Person centered planning
• Vocational Rehabilitation and employment
• Costs of services and care
• Confidentiality of mental health information
• Mental illness and violence

• Barry’s box
• Exercise
• Reading assignments
• Reaction Paper
### Session 9 - March 11, 2004

- Mental illness and incarceration
- Deinstitutionalization as a movement
- Various kinds of assessments and tests
- Best practice guidelines related to services to people with mental illnesses.
- Establishing the least restrictive appropriate service arrangements
- Determining medically necessary and clinically appropriate services
- Achieving maximum community integration and participation.
- Minimizing re-hospitalization and recidivism
- Guidelines that attend to behavior management
- Guidelines that attend to psychotropic medications

- Barry’s box
- Exercise
- Reading assignments
- Reaction Paper

### Session 10 - March 18, 2004

- Self-determination
- Supports Coordination
- Recipient Rights
- Guardianship
- Civil Commitment
- Managed care
- Medicaid and Medicare
- Federal law
- State law
- Means of redress of grievances (Second opinions, informal complaint procedures and Hearings)

- Barry’s box
- Exercise
- Reading assignments
- Reaction Paper
Session 11 - March 25, 2004

- Types of associations in relation to various mental illnesses
- State of the art treatments and services to people with mental illnesses
- Licensing regulations and requirements
- Diagnostic classification systems (DSM IV and ICD 9)
- Advocacy organizations
- Associations
- Quality assurance and improvement
- Program evaluation
- Additional Race, religion, ethnicity, sexual orientation issues
- Risk Management
- The future of services

- Barry’s box
- Exercise
- Reading assignments
- Reaction Paper

Session 12 – April 1, 2004 Group presentation

- Reaction Paper

Session 13 – April 8, 2004 Group presentation

- Reaction Paper

Session 14 – April 15, 2004 Review of class and preparation for the take-home final examination

April 22 – Final take home exam due