I. Catalogue Description
This course prepares students for leadership roles in mental health programs, agencies and organizations. It examines mental health policies and services that both influence care and treatment of persons with mental illness and shape mental health care systems, programs and services.

II. Course Overview
Social Work 836 is the required policies and services course for social work students in the mental health concentration. The purpose of the course is to prepare students for leadership roles in community mental health programs, agencies, and organizations, particularly those that serve the most disabled, disenfranchised, and economically disadvantaged individuals in our community. Students will be introduced to publicly funded systems of care that have evolved over time to address the needs of people with mental health problems.

Central to our inquiry is the question: How well are mental health services meeting the needs of oppressed and marginalized groups in our society who, in disproportionate numbers, struggle with mental health and/or substance abuse problems? What can you, as a social worker, do to advocate more effectively for and improve services to those who have traditionally been underserved, or poorly served, by existing systems of care?

The emphasis of this class is less on the particular conditions of individuals with mental illness but rather on how this country has responded over time in a systemic manner to those with a mental illness. In particular, we will examine how systems and subsystems have identified the causes of mental illness, defined what mental illness is, structured treatment approaches including the locus of treatment, implemented civil laws and determined the financial responsibility of governments. We will explore a number of ethical questions of central importance to the social work profession and to social workers entering the field of mental health practice, including:

1. Who should be served by community mental health and substance abuse services?
2. What form should the services take?
3. Who should provide them?
4. How should such services be organized, financed, delivered and evaluated?
### III. Course Competencies & Practice Behaviors & Assignments

Successful completion of this course implies that students will have progressed towards achieving some of the core social work competencies by demonstrating the following practice behaviors:

<table>
<thead>
<tr>
<th>Competencies Addressed in Course</th>
<th>Practice Behaviors Addressed in Course</th>
<th>Assignment(S) Measuring Behavior</th>
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</thead>
<tbody>
<tr>
<td>2.1.2: Apply SW ethical principles to guide professional practice</td>
<td>1. Evaluate ethical dilemmas related to problems and issues in advanced practice</td>
<td>1. Reading Critique and Impressions, Discussion Assignment, weekly discussions &amp; Final paper</td>
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<td>2.1.3: Apply critical thinking to inform and communicate professional judgments</td>
<td>1. Identify &amp; synthesize multiple sources of knowledge to understand policy/practice issues related to advanced practice; 2. Identify and evaluate models of assessment, prevention, intervention and evaluation that are appropriate to advanced practice;</td>
<td>1. &amp; 2. Global Social Work paper &amp; Final Paper</td>
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<td>2.1.4: Engage diversity and difference in practice</td>
<td>1. Demonstrate an understanding of how culture and values affect diverse conceptualizations and constructions of social problems and solutions in advanced practice</td>
<td>1. Reading Critique and Impression, Global Social Work Paper &amp; Final Paper</td>
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<tr>
<td>2.1.5: Advance human rights and social and economic justice</td>
<td>1. Appraise how mechanisms of oppression and discrimination impact various groups and outcomes relevant to advanced practice</td>
<td>1. Reading Critique and Impressions &amp; Final Paper</td>
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<td>2.1.6: Engage in research-informed practice and practice-informed research</td>
<td>1. Critically evaluate and utilize theoretical and empirical research relevant to the problems and/or populations addressed in advanced practice</td>
<td>1. Reading Critique and Impression &amp; Final Paper</td>
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<td>2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services</td>
<td>1. Evaluate, formulate and advocate for policies that advance outcomes relevant to advanced practice</td>
<td>1. Final Paper and Proposal Presentation</td>
</tr>
<tr>
<td>2.1.9: Respond to contexts that shape practice</td>
<td>1. Assess the impact of historical and contemporary contexts on practice and policy in advanced practice 2. Engage in leadership roles</td>
<td>1. Reading Critique and Impressions &amp; Final Paper</td>
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IV. Course Content
To accomplish these competencies and practice behaviors, the course is organized into four modules. The first will focus on the history of care for the mentally ill in America and the cycles of reform from the early colonial period up to the present. This background will familiarize you with changes in the conceptualization and perceived causes of mental illness over time, changes in approaches to treatment, and the evolving role of social work and related mental health professions in the provision of such services. In the subsequent modules, we will focus on a number of questions, beginning with: Who should be served by the specialty mental health and substance abuse services systems? What form should the services take and who should provide them? How should services be organized, financed and delivered?

The class is designed as a lecture class supplemented with small group discussions, audio, videos and guest speakers. The readings, lectures, discussions and papers are designed to help you grapple with these questions as you clarify your own interests in becoming a part of, and possibly a leader in, innovations in mental health services in America. Guest speakers who have expertise in programs, policies, and services related to mental health will provide a “real world” perspective on many of the issues covered in the readings.

CLASS SCHEDULE AND READING ASSIGNMENTS

Unit I. TREATING THE MENTALLY ILL IN AMERICA: AN HISTORICAL PERSPECTIVE ON CYCLES OF REFORM

The goal of this unit is to provide the context for modern mental health policies & services. Specifically, this unit will:

(1) provide students with historic background on the treatment of mental illness in America including early cycles of reform leading to the rise and fall of asylum-based care, the emergence of the community mental health movement, the changing role of the federal government in setting policy and providing funding for state and local programs and services, the separation of funding streams for mental and addictive disorders, and the rise of the family, consumer, and recovery movements;

(2) familiarize students with the role that the social work profession, and social workers, have played in the evolution of, or response to, these movements; and

(3) outline some of the problems and opportunities that face social workers entering this work arena given the cultural and political “residue” from previous cycles of reform.

(4) provide information on the beginnings of asylum-based care in America and the tragedy of asylum-based care, beginnings of psychiatric social work, beginnings of the consumer movement.
**Week 1: 11/01/14**
The beginnings of asylum-based care in America and the tragedy of asylum care, beginnings of psychiatric social work, beginning of the consumer movement. The first class session will begin with personal introductions and orientation to the course.
Objectives: Review the syllabus, clarify course expectations and plan for the course.

**Required readings:**


**Week 2: 11/08/14**
*Due: Reading Critique and Impression*

**Part 1:** From asylum to community: The impact of WWII and federal intervention on the provision of mental health care in the community, and Federal retrenchment, block grants, and devolution: Impact of the Reagan years on the nature and funding of mental health and substance abuse services.

**Required readings:**


**Optional:**

**Part 2:** The community mental health and substance abuse systems in Wisconsin: Emerging models of treating mental illness in the community in the 1970s, 80s and 90s.

**Required readings:**
Unit II. WHO SHOULD BE SERVED IN COMMUNITY MENTAL HEALTH AND SUBSTANCE ABUSE PROGRAMS? ASSESSING THE NEED FOR AND ACCESS TO SERVICES

The objective for this unit is to familiarize students with (1) the link between early federal initiatives and subsequent research that attempted to assess the prevalence of mental and addictive disorders in the general population and assess the extent to which persons with such disorders were receiving care for their problems; (2) the ongoing debate and policy implications of high need and relative low service utilization; (3) the growing emphasis on addressing stigma in the community and treatment settings; (4) recognition of the intersection of marginalized statuses and inequities in access to quality care.

We will also explore the community mental health and substance abuse systems in Wisconsin today. What services are currently mandated in Wisconsin? What are the state’s policies concerning client rights? Chapters 51 & 55 represent laws passed by the legislature. The Department of Health Services material is part of the WI Administrative Code that further explains policies and procedures for carrying out the statutes. There are additional DHS chapters related to children’s services which you can find online.

Week 3: 11/15/14
Guest Presentation: Tim Bautch, Clinical Director, Connections Counseling

Subject matter will include estimating the prevalence of mental and addictive disorders in the general population and the importance of cultural context in identifying disorders: Implications for services and systems of care.

Required readings:
Alcohol, Drug Abuse, Developmental Disabilities, and Mental Health Act, Wisconsin State Statutes, Chapter 51 (updated & current through 2010). Note especially sections 51.001 to 51.03, 51.05, 51.07, the emergency detention and involuntary treatment sections (51.15 & 51.20), 51.30 (Access to treatment records), 51.42 to 51.421(3), 51.44, and 51.45 to 51.61.


Optional:
Protective Services System, Chapter 55 (current through 2010).
Emergency Mental Health Service Programs (DHS 34)
Comprehensive Community Services for Persons with Mental Disorders and Substance Use Disorders (DHS 36)
Community Mental Health and Developmental Disabilities (DHS 61)
Community Substance Abuse Standards (DHS 75)
Confidentiality of Treatment Records (DHS 92)
Patient Rights and the Resolution of Patient Grievances (DHS 94)

Teaching supplement:
Audio Presentation: Wisconsin Public Radio program featuring Jonathan Metzl

Week 4: 11/22/14
Due: Discussion Leader Assignment
Disparities in access to mental health and substance abuse care: Who gets care and how do they get there?

Required readings:


Week 5: 11/29/14  
**Due: Global Social Work Paper**

**Unit III. WHAT FORM SHOULD THE SERVICES TAKE? EVOLVING SYSTEMS OF CARE FOR PEOPLE WITH MENTAL AND ADDICTIVE DISORDERS.**

Reducing barriers to care: Addressing the stigma of mental illness and addictive disorders and their impact on access to care.

**Required readings:**


Optional:


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Week 6: 12/06/14  
**Exam on The protest psychosis: How schizophrenia became a black disease by Jonathan Metzl**  
Guest Presentation: Nancy and Dylan Abraham

**Part 1:** The recovery movement and community based services for people with mental illnesses: Best practice guidelines for the 21st century.
Required readings:


Optional:


Part 2: The criminal justice system and mental health treatment, homelessness and mental illness

Required readings:

Teaching supplement: Frontline: “The New Asylums” and “The Released”

Week 7: 12/13/14
Due: Final Paper
Unit VI. HOW SHOULD THE SERVICES BE ORGANIZED, FINANCED, AND DELIVERED?
Objective: To help students grapple with, and understand, the realities of funding for mental health and addictive services in the current atmosphere of retrenchment and devolution of fiscal responsibility from the federal government to the states and reflect on the role of social work in the 21st century.
Guest Presentation: Shel Gross, Director of Public Policy, Mental Health America of Wisconsin

Part 1:
Politics and the funding of mental health and substance abuse service systems. Ensuring both the survival of high quality, publicly funded mental health services and ongoing innovation: What keeps CEOs of non-profits up at night?

Required readings:

Part 2:
Affordable Care Act: How does this change mental health and substance abuse service organization and delivery?
Required readings:


**Week 8: 12/21/13**
*Due: Proposal Presentation – small groups*

Ethical issues and areas of expertise for social workers in community mental health in the 21st century: Advocacy, collaboration, boundary spanning, and research. Discuss final impressions of the book *The Protest Psychosis*. Wrap-up, review & class evaluation.

Required readings:


V. **Course Texts and Reading Materials**

Required text:

Other required readings will be available through Learn@UW. Readings may be added during the semester, and will be announced in class and posted on Learn@UW.
VI. Evaluation of Student Outcomes: Expectations, Grading Criteria, Required Work and Course Grades

Grading and point system:

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>Outstanding, surpasses expectations in all areas</td>
</tr>
<tr>
<td>88-93</td>
<td>A/B</td>
<td>Surpasses expectations in many areas</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
<td>Meets expectations</td>
</tr>
<tr>
<td>76-81</td>
<td>B/C</td>
<td>Meets expectations in some areas but is below expectations in others</td>
</tr>
<tr>
<td>70-75</td>
<td>C</td>
<td>Below expectation in most areas, not acceptable graduate level work</td>
</tr>
<tr>
<td>64-69</td>
<td>D</td>
<td>Below expectation in all areas</td>
</tr>
<tr>
<td>&lt;63</td>
<td>F</td>
<td>Course failure</td>
</tr>
</tbody>
</table>

Students will earn points toward their grade with the following:

- Reading critique and impressions: 20
- Discussion leadership assignment: 20
- Global social work paper: 30
- Metzl exam: 40
- Final paper: 70
- Proposal presentation: 20

Total points: 200

Expectations

Students are expected to:
- Attend every class and read required materials prior to the class
- Attend and actively participate in class discussions
- Complete all assignments by their due dates

If a student has a disability that may require accommodation to complete the course expectations, please discuss this with the instructor as soon as possible. If issues or barriers that impede learning arise, students are expected to bring these to the attention of the instructor.

The instructor is expected to:
- Be available to students to answer questions & hear concerns
- Create a supportive and open atmosphere conducive to learning
- Assure that course objectives are being met
- Assure that the class is accessible to all students

1. Reading Critique and Impressions

   The paper will be 3-4 pages in length.
   The Grob Chapters from Week 1 (Due November 8)

   In this paper, you should **formally and critically evaluate (not summarize)** what you have read and respond by discussing the following:
a. What is the focus of the reading?
b. Does the reading take into consideration individuals of diverse backgrounds (with respect to gender, ethnicity, culture, spirituality or sexual orientation)? If so, how? If not, what are the implications of this?
c. What question(s) do you feel the reading should have addressed, but did not?
d. In what ways did the reading influence your perspective for social work practice or policy? Be specific.

(20 points)

2. Discussion Assignment
This discussion assignment will involve the assigned journal readings for Week 4, on the disparities in access to mental health and substance abuse services. You will be leading a portion of a small group discussion-- about 10 minutes long.

Each student in a group will select one of the journal articles as the focus for this assignment. You will be responsible for leading a student discussion, in response to your selected article. The following ideas should be prepared, in order to lead the discussion.

As it relates to the article you have selected:
1. What disparities in services does this article point to?
2. Can these disparities be generalized to other groups of diverse backgrounds (with respect to gender ethnicity, culture, spirituality or sexual orientation)? If so, how?
3. What questions do you feel the reading should have addressed, but did not?
4. In what ways will this article influence your perspective for social work practice or policy?
5. You will need to formulate one question of your own, in order to facilitate your small group’s discussion. The question should help students discuss ethical dilemmas related to the provision of mental health programs and services, and the disparities in how these services are delivered, as well as which policies lead to oppression of or discrimination against certain groups.

You will turn in a written outline of your answers to these questions and include the one question you formulated to facilitate discussion. These do not need to be formally written, but do need to be handed in on 11/22/14.

Your points will be awarded based on evaluations from your group members rating your preparation, organization, ability to lead discussion and how effective your question was in stimulating discussion, as well as your own observations about your participation in the small group discussion.

Due November 22nd---Discussion will take place in class on 11/22/14. (20 points)

3. Global Social Work Paper
Three to four page paper on mental health system outside the U.S. Pick another country in the world and searching the internet, reviewing the literature, or interviewing someone who has immigrated recently from that country (who can speak to a reasonable level of knowledge about the topic) learn what you can about how mental health services are provided in that country. Write up a 3-4 page summary of what you find. In your summary please address:
(1) Basic background and information on that country-population-make up and size, prevailing political powers, type of government
(2) What are some of the underlying values and beliefs reflected in the country’s mental health policy?
(3) To what extent is treatment defined as a “right” vs. a “benefit based on ability to pay?”
(4) Please give your overall evaluation of the mental health services available in that country
(5) What lesson(s) did you learn that could be applied to our mental health system and the services in the United States? Or what lessons from our own experience in the United States could be applied to this country’s system?

Due November 29th (20 points)

4. Exam on “The Protest Psychosis” by Jonathan Metzl. Various parts of the book will be assigned as reading over several weeks of the course. You will be expected to have finished the book and be prepared to discuss the main themes and their application to the field of mental health.

Exam scheduled for in class on December 6th (40 points)

5. Final Paper Assignment. 8-10 page paper (excluding title page and bibliography), choosing ONE of the areas of focus below. Due December 13th (70 points)

Choose a particular mental health need and target population for community mental health services and write about the issues you believe warrant some type of community intervention. Discuss attempts to deal with the particular issues, identify ethical dilemmas related to the provision of programs and services to this population, and recommend policies and/or programs that would more effectively serve this population/address this mental health need in the future.

Final Paper Assignment Instructions:
The purpose of the final paper is to provide you with an opportunity to integrate the current body of research in addressing a service delivery problem of interest to you. Specifically, your task is to identify a particular target population whom you think should be served by community mental health/substance abuse services programs. You may, for instance, be particularly interested in persons with severe mental illness, or persons at risk for depression, or women affected by domestic violence, or victims of racial, gender, or sexual orientation discrimination, or victims or survivors of sexual assault, or individuals engaged in assaultive behaviors, or the special problems of the elderly, or persons faced with certain life changes/life crises such as divorce, death of partner, separation from partner, unemployment, coming out, parenthood, children leaving home or dropping out of school, or the special problems of the homeless, or countless other issues and target populations. The expectation is that you will use material different from that which has been assigned as required readings (for this assignment you may use some of the optional reading materials).

Once you have identified the target population around which you wish to build your paper, use the following outline to guide its development:
A. Definition of the Problem
Begin by specifying the target population and what you see as the most pressing needs of this target population. Here you may wish to gather some descriptive data that identifies the number of individuals who fall within your target population, as well as data describing the special problems members of this target population face that warrant some type of community intervention. However you approach this first task, attempt to justify your decision to focus upon this particular target population by providing some evidence, appropriately cited, that supports your conclusion that this is, indeed, a significant community problem calling for some type of intervention on the part of mental health/substance abuse professionals.

B. Attempts to Deal with the Problem
Your second task is to gather data on policies or programs that have been designed to address the mental health needs of the target population. You may wish to break this section down into several subsections that address the following questions:
   a. What policies at the federal, state, or local level have evolved, if any, that specifically address the problems of this target population?
   b. What services and/or programs have been developed to serve the problems of this target population?
   c. What evidence is there that the services and/or programs have been effective in reducing, or mitigating the harmful effects of, the problems faced by the target population?
   d. What adverse effects, if any, have the proposed solutions had on the target population or on some other population in need of services?

C. Your Proposal to Address Problem
Your last task is to recommend policies and/or programs that might serve the needs of this target population more effectively in the future. Here, you may wish to consider a number of different approaches, including (a) a needs assessment if you don’t think enough is known about the target population or its relevant problems/unmet needs, (b) the development of certain experimental or pilot programs or service components whose efficacy could be evaluated for a period of time before a widespread program is implemented, (c) the continuation of existing programs with additional program modifications or embellishments, and (d) some procedures for evaluating the effectiveness of existing program elements or program elements that you would recommend. You can also consider shifting to a preventive intervention, rather than a new form of treatment. This is where you have an opportunity to think creatively about the problem and how you might go about solving it.

D. References
Conclude your paper with a list of references that you use to support your arguments and position. You should be using at least 8-10 pieces of reading material including articles, book chapters, and (credible) internet citations. Finally, you should use the American Psychological Association’s Publication Manual (6th edition) as a guide in preparing your reference list and citing resource material in the text of your paper.

NOTE: Do not submit a paper you have prepared for another class.
5. **Proposal Presentation**

Each student will be asked to present the proposal from their final paper to a small group of peers. These small groups will role play to be the stakeholders in a request for funding or program approval. This could include a hospital board, board of directors, a county board or midlevel managers/supervisors. The small groups will role play to be the stakeholders to whom you are presenting. These stakeholders are rarely Social Workers themselves. The stakeholder group that you are presenting to will vary based on your type of program and the problem being addressed.

Your responsibility is to briefly introduce your topic and then to make the case for your proposal to address the problem and a persuasive argument for why your program better addresses the problem than what currently exists or why your program is needed, if nothing exists to address the specific problem. You may make power points, but will not have access to the equipment the day of the presentation, so the slides will need to be handouts. Visual aids, statistics and charts will be helpful in “selling” your proposal. These proposal presentations should be 7-10 minutes in length. This time includes time for questions that the group has about your proposal. When the final paper is handed in on December 14, 2013 you will fill out a worksheet to prepare for what topic and group you will be presenting to. This worksheet will help your role playing group members know what roles to play and will help you to prepare for your presentation.

**Due December 20th**-presentations will be given in small groups on 12/20/14 (20 points)

VII. Course Policies

**Assignment Policy**

All written assignments are to be submitted to the electronic drop box by 5pm on the due date. Late written work will lose 3 points for every calendar day late, starting after 5pm on the due date. Class discussion and individual presentations must be completed on the scheduled date; this includes submission of any written pieces that go along with these assignments. Points may be deducted if assignments are not turned in on the date due in their entirety.

**Attendance Policy**

Due to the accelerated nature of courses in the University of Wisconsin-Madison Part-Time MSW Program, students are expected to attend all scheduled classes and to arrive on time.

**Promptness**

Prompt arrival to all courses is required.

- Instructors may take actions they deem appropriate if a student is consistently tardy
- Instructors may also consider a significantly late arrival or early departure as an absence

**Absence**

To ensure a quality educational experience, students must attend and participate in classes.

- Attendance will be taken at each class and students’ level of participation noted
- Excused & Unexcused Absences:
  - The first unexcused absence will result in a student’s grade being dropped one full grade
  - The second unexcused absence will place the student at risk for failing the course
On a case by case basis, it is left to the instructor’s discretion as to what is defined as an excused absence as well as to determine appropriate follow up plans.

- Additional graded make-up work appropriate for the content missed will be assigned for excused and unexcused absences. Students in SW 836 will be required to complete a 6-page reaction paper on the missed week’s readings.

- Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure.

- Students who must be absent due to inclement weather or other emergencies should contact the instructor prior to the start of class to be considered for an *excused* absence.

- Inclement Weather Policy
  ~ If there is inclement weather across the Program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.
  ~ If classes are not cancelled but an individual student concludes he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan to not travel. This absence will be considered excused and makeup work may be assigned.
  ~ If classes at one or both sites are cancelled by the Program Director and Co-Director, then no makeup assignment will be required for those respective students; however, the class time will be rescheduled. The Program Coordinator will notify students by email within 72 hours of the cancellation regarding the planned class day/time additions.

**Student Behavior Policy**
In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students’ opinions and refrain from personal attacks or demeaning comments of any kind.

**Technology Policy**

*Cellular Phones and Pagers:*
Please turn off cellular phones and pagers when class begins. If you are expecting an important call, please sit near the door, as you may not answer your phone in the classroom. You will be required to step outside into the hall, prior to saying “Hello.” If you plan to leave your cell phone or pager on, please let me know and announce that to the class before class begins. Please select a seat near the door to minimize class disruption. Phone use of any kind is prohibited, during class.

*Laptops:*
Laptop computers can only be used for classroom purposes. Students who use them for any other purposes during class will be asked to leave and will not be allowed to have their laptop in class again.

**Confidentiality Policy**
"What you say here, what you hear here, when you leave here, let it stay here.” A.A.

Remember to keep confidential all issues of a personal or professional nature discussed in class.