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 focus area. 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>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.2: Apply SW ethical principles to guide professional practice</td>
<td>*Evaluate ethical dilemmas related to problems and issues in advanced practice</td>
<td>#2 &amp; 3 weekly discussion</td>
</tr>
</tbody>
</table>
| 2.1.3: Apply critical thinking to inform and communicate professional judgments | *Identify & synthesize multiple sources of knowledge to understand policy/practice issues related to advanced practice;  
* Identify and evaluate models of assessment, prevention, intervention and evaluation that are appropriate to advanced practice; | #2, 3 |
| 2.1.4: Engage diversity and difference in practice | *Demonstrate an understanding of how culture and values affect diverse conceptualizations and constructions of social problems and solutions in advanced practice | #2, 3 |
| 2.1.5: Advance human rights and social and economic justice | *Appraise how mechanisms of oppression and discrimination impact various groups and outcomes relevant to advanced practice | #2, 3 |
| 2.1.6: Engage in research-informed practice and practice-informed research | *Critically evaluate and utilize theoretical and empirical research relevant to the problems and/or populations addressed in advanced practice | #2, 3 |
| 2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services | *Evaluate, formulate and advocate for policies that advance outcomes relevant to advanced practice | #3 |
| 2.1.9: Respond to contexts that shape practice | *Assess the impact of historical and contemporary contexts on practice and policy in advanced practice  
* Engage in leadership roles | #2, 3 |
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. 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

Session One 1/23

Focus: The first class session will include personal introductions and orientation to the course. Objectives: Review the syllabus, clarify course expectations, and plan for the semester.

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 cycle of reform.
Session Two 1/30

Focus: 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.

Required readings:


Session Three 2/06

Focus: 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:


Session Four 2/13

Focus: 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:


Session Five 2/20

Focus: 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 states 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.

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)
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.

Subject matter will include estimating the prevalence of mental and addictive disorders in the general population: Implications for services and systems of care….and the culturally embedded nature of identifying disorders.

Session Six 2/27

Focus: 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:


Session Seven 3/06

Focus: Disparities in access to mental health and substance abuse care: Who gets care and how do they get there? – Part 1

Required readings:


**Session Eight 3/13**

Disparities in access to mental health and substance abuse care: Who gets care and how do they get there? – Part 2

Required readings:


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

**SPRING BREAK: March 15 – 23**
Session Nine 3/27

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

Required readings:


Session Ten 4/03

Focus: Addressing trauma in the lives of men and women in the specialty mental health and substance abuse services systems.

Required readings:


Optional:


Session Eleven 4/10

The recovery movement and community-based services for people with mental illnesses: Best practice guidelines for the 21st century.

Guest Presentation: TBD

Required readings:


Optional


Session Twelve 4/17

The criminal justice system and mental health treatment, homelessness and mental illness

Teaching Supplement:

Guest presentation: Greg Van Rybroek, PhD, Executive Director, Mendota Mental Health Institute

Required readings:


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.

**Session Thirteen 4/24**

**Focus:** 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?

**Teaching Supplement:**

Guest Presentation: TBD, panel various directors and administrators of local programs and agencies

**Required readings:**


**Session Fourteen 5/01**

**Focus:** The Affordable Care Act

**Required readings:**


**Session Fifteen 5/08**

**Focus:** 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, and a copy will be available in the Library. Readings may be added during the semester, and will be announced in class and posted on Learn@UW.

**VI. EVALUATION OF STUDENT OUTCOMES**

**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 requirements in all areas</td>
</tr>
<tr>
<td>88-93</td>
<td>A/B</td>
<td>Surpasses requirements in many areas</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
<td>Meets requirements in all areas</td>
</tr>
<tr>
<td>76-81</td>
<td>B/C</td>
<td>Meets requirements in some areas, below in others</td>
</tr>
<tr>
<td>70-75</td>
<td>C</td>
<td>Below requirements in most areas</td>
</tr>
<tr>
<td>64-69</td>
<td>D</td>
<td>Below requirements in all areas</td>
</tr>
<tr>
<td>≤ 63</td>
<td>F</td>
<td>Fails to meet minimal requirements in all areas, not acceptable</td>
</tr>
</tbody>
</table>

Students will earn points toward their grade with the following:

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seven (7) - session reading summaries</td>
<td>35</td>
</tr>
<tr>
<td>Class discussion leadership</td>
<td>40</td>
</tr>
<tr>
<td>Global social work assignment</td>
<td>25</td>
</tr>
<tr>
<td>10-12 page paper</td>
<td>75</td>
</tr>
</tbody>
</table>
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:
* 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

Assignments

1. **Weekly Reading Logs- (Choose Seven)**
   Starting with Session Two, class participants are to select seven sessions for which they are to prepare a 1-2 page summary of the readings for the week. The papers are due by the end of selected class. The summary should 1) summarize the main point(s) of the readings and 2) offer a thought or two about the importance of these points to community mental health policies/services, or a thought or two about what question(s) the reading stimulated for you. This assignment is to help you prepare for class discussions. **DUE at the end of selected class session (5 points each= total 35 points)**

2. **Lead Class Discussion** with 5 of your peers (each of you will be leading a small group). At the first class we will review the plan for the semester, and at that time you’ll draw numbers for the particular class week to be discussion leader, starting in the 5th class week.

   Minimally, you should be in contact with each other to:
   (a) review and talk about the readings for the week's class, adding some short readings if you would like (e.g., newspaper articles, short journal article), and

   (b) formulate questions you will use to facilitate class discussion. The questions should help students discuss ethical dilemmas related to the provision of mental health programs and services, and/or how mental health policies may oppress or discriminate against certain groups, and implications of that week’s readings for future practice.

   Please review your plan with me via email a week ahead of the week for which you are responsible. **Due dates for each group will be assigned (40 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, address (1) What are some of the underlying values and beliefs reflected in the country’s mental health policy? (2) To what extent is treatment defined as a “right” vs. a “benefit based on ability to pay?” Come to class prepared to discuss what you find. **DUE by the end of the class March 20th (25 points)**

4. **Final Paper Assignment**
   10-12 page paper (excluding title page and bibliography), based on ONE of the areas of focus below.

   1) 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.

   2) Identify the larger systems issues, policies and services that have direct bearing on the target issue you are addressing in your SW801 “larger systems change” project. Discuss the target issue, existing policies/programs that affect the issue, ethical dilemmas related to service provision, and recommendations for larger system policies/programs that would more effectively address the issue and/or support the change effort you are initiating for SW801.

**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 6-10 pieces of reading material including articles, book chapters, and (credible) internet citations. Finally, you should use the American Association’s Publication Manual (6th edition) as a guide in preparing your reference list and citing resource material in the text of your paper. *DUE by end of class on May 6th* (75 points)

FORMAT: Do not submit a paper you have prepared for another class.

Your paper will be graded with these considerations in mind:
1. How thoroughly does the paper address all the elements of the assignment as noted above?
2. Is the paper well organized?
3. Is the paper written in a style that allows the reader to easily grasp the points being made?
4. Are there any glaring grammatical or spelling errors?
5. Is the writing free of jargon?

VII. Course Policies

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 and 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.

**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. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.