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 &amp; Final Paper</td>
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<tr>
<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. Reading Critique, Global Mental Health Policy Presentation, Final Paper, &amp; Final Proposal Presentation</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, Reading Reward Quiz, &amp; Global Mental Health Policy Presentation</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 &amp; Global Mental Health Policy Presentation</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. Global Mental Health Policy Presentation, Final Paper, &amp; Final Proposal Presentation</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. Reading Critique, Final Proposal Presentation, &amp; Final Paper</td>
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<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. &amp; 2. Reading Critique, Final Proposal Presentation, &amp; Final Paper</td>
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IV. Course Content
To accomplish these competencies and practice behaviors, the course is organized into four units. 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, presentations, 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
Week 1: 9/5/2015

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

The objective 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, and the changing role of the federal government in setting policy and providing funding for state and local programs and services;

(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.

Week 1 Focus: The first class session will include personal introductions and an orientation to the course (i.e. review the syllabus, clarify course expectations, and plan for the semester). We will then explore early understandings and treatment of mental illness.
Required readings:


Optional:

**Week 2: 9/12/2015**

*Unit I – cont.*

Week 2 Focus: From asylum to community: The impact of WWII and federal intervention on the provision of mental health care in the community. 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:

Week 3: 9/19/2015
Unit I - cont.

Week 3 Focus – First Half of Class: 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. The criminal justice system and mental health treatment. Homelessness and mental illness in the 21st century.

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; and

(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.

Week 3 Focus – Second Half of Class: 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? In what ways do statutes and administrative codes shape direct practice?

Required Readings:


State Alcohol, Drug Abuse, Developmental Disabilities, and Mental Health Act, Wisconsin State Statutes, Chapter 51 (updated & current through 2015). Note especially sections 51.001 to
Week 4: 9/26/2015
Unit II – cont.

Week 4 Focus: The epidemiology of mental illness in America. Disparities in access to mental health and substance abuse care: Who gets care and how do they get there?

Required readings:


**Optional:**


**Week 5: 10/3/2015**

*Unit II – Cont.*

Week 5 Focus: Reducing barriers to care: Addressing the stigma of mental illness and addictive disorders and their impact on access to care.

**Required readings:**


**Optional:**


**Week 6 10/10/2015**

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

The objective of this unit is to explore and understand the current “transformation” of community mental health services locally and nationally.

Week 6 Focus: The recovery movement and community based services for people with mental illnesses: Best practice guidelines for the 21st century.

**Required readings:**


**Optional**

Jackson, V. (2003). In our own voice: African-American stories of oppression, survival, and
Week 7: 10/17/2015

**Unit IV. HOW SHOULD THE SERVICES BE ORGANIZED, FINANCED, AND DELIVERED?**

The objective of this unit is 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.

Week 7 Focus: Funding streams for mental health services.

**Required readings:**


**Optional:**


Week 8: 10/24/2015

**Unit IV – cont.**

Week 8 Focus: Addressing trauma in the lives of men and women in the specialty mental health and substance abuse services systems. Ethical issues and areas of expertise for social workers in community mental health in the 21st century: advocacy, collaboration, boundary spanning, and research. Wrap-up, review, and class evaluation.


Optional:

V. Course Texts and Reading Materials

Required text:

Other required readings will be available through Learn@UW. Readings may be added during the semester. These readings will be announced in class and posted on Learn@UW.

VI. Evaluation of Student Outcomes: Expectations, Grading Criteria, and Assignments

Expectations:

Students are expected to:
* Attend every class and read required materials prior to the class
* Actively participate in class discussions
* Complete all assignments by their due dates
* Refrain from using a paper written for another course to meet an assignment requirement for this course.

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

**Grading Criteria:**

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<tr>
<th>Points</th>
<th>Grade</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>188-200</td>
<td>A</td>
<td>Outstanding, surpasses expectations in all areas</td>
</tr>
<tr>
<td>176-187</td>
<td>A/B</td>
<td>Surpasses expectations in many areas</td>
</tr>
<tr>
<td>162-175</td>
<td>B</td>
<td>Meets expectations</td>
</tr>
<tr>
<td>150-161</td>
<td>B/C</td>
<td>Meets expectations in some areas but is below expectations in others</td>
</tr>
<tr>
<td>140-149</td>
<td>C</td>
<td>Below expectation in most areas, not acceptable graduate level work</td>
</tr>
<tr>
<td>128-139</td>
<td>D</td>
<td>Below expectation in all areas</td>
</tr>
<tr>
<td>&lt;128</td>
<td>F</td>
<td>Course failure</td>
</tr>
</tbody>
</table>

Students will earn points toward their grade with the following:

- **Class Participation** 10
- **Reading Reward Quizzes** 40
- **Reading Critique and Impression** 40
- **Global Mental Health Policy Presentation** 15
- **Final Paper Proposal Presentation** 20
- **Final Paper** 75

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<td>Final Paper Proposal Presentation</td>
<td>20</td>
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<tr>
<td>Final Paper</td>
<td>75</td>
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**Assignments:**

1. **Class Participation – worth 10 points**
   
   Your attendance, careful preparation, and active participation are paramount to your success in this course. Each student will be expected to participate in class activities to stimulate the thinking of others and to enhance your understanding of the material covered. Specific class participation activities will include: sharing knowledge of community resources, preparing and participating actively in question and answer sessions with speakers, and engaging in small group activities with peers. Respectful consideration for differing opinions of others is expected.

2. **Reading Reward Quizzes – 4 quizzes total; each worth 10 points**
   
   Three multiple-choice pop quizzes during the semester that will assess your understanding of the week’s readings. One multiple-choice quiz on the Metzl reading.

3. **Reading Critique and Impression**

   The Grob Chapters from Week 2; **(DUE 9/12/2015 at 9:00am; worth 40 points)**

   4-5 page paper. Papers should be double-spaced, 12-point font, and standard (1” top/bottom and 1 ¼” sides) margins.

   In this paper, you should **formally and critically evaluate (not summarize)** the Grob chapters for Week 2 and respond by discussing the following:
a. What is the focus of the reading? Address this in five sentences or less.
b. Does the reading take into consideration individuals of diverse backgrounds (with respect to gender, ethnicity, culture, spirituality, sexual orientation, etc.)? 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? Clearly explain why you feel your question(s) should have been addressed.
d. In what ways did the reading influence your perspective for social work practice or policy? Be specific and make a clear connection between the reading and its impact on your perspective.
e. Use in-text citations and include a reference list.

4. Global Mental Health Policy Presentation
   Outline Due 9/26/2015 at 9:00am; Outline + Presentation worth 15 points

   Eight minute 2-person presentation on a 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; the interview cannot be your sole source for the presentation) learn what you can about how mental health services are provided in that country. In your summary, address:
   a. What are some of the underlying values and beliefs reflected in the country’s mental health policy?
   b. To what extent is treatment defined as a “right” vs. a “benefit based on ability to pay?”
   c. Compare/contrast this country’s mental health system to America’s.

   Submit a one page outline of your presentation and separate reference list. This outline can be in bulleted or paragraph format. You should use complete sentences and proper grammar. The outline must answer/address the three points above (i.e. the person reading your outline should be able to tell how you answered a, b, and c above just by reading the outline). On the day of your presentation provide the instructor with a paper copy of your outline and any power point you may be using.

   Presentations will be spread out over a number of classes; presentation dates will be assigned the second week of class.

5. Final Paper Assignment
   DUE 10/17/2015 at 9:00am; worth 75 points

   8-10 page paper (excluding title page and bibliography). This paper should be double-spaced, 12-point font, and standard margins.

   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 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 assaulitive behaviors, or the special problems of the elderly, or persons faced with certain life changes/life crises, or the special problems of the homeless, or countless other issues and target populations.

This paper must have a clearly defined thesis statement (the Writing Center has resources to assist you in developing a thesis statement: [http://writing.wisc.edu/Handbook/Thesis.html](http://writing.wisc.edu/Handbook/Thesis.html)).

Once you have identified the target population, and their mental health issues around which you wish to build your paper, use the following outline to guide its development:

1. 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 mental health/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.

2. 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 mental health 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 mental health 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?

3. 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. This is where you have an opportunity to think creatively about the problem and how you might go about solving it. Here, you may wish to consider a number of different approaches, including:
   a. a needs assessment if you do not 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;
d. some procedures for evaluating the effectiveness of existing program elements or program elements that you would recommend;
e. shifting to a preventive intervention, rather than a new form of treatment;
f. a novel treatment or intervention for your target population.

4. References
Conclude your paper with a list of references that you use to support your arguments and position. You should be using at least 8-12 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.

6. Final Paper Proposal Presentation
Presentations on 10/24/2015; Program Proposal worksheet due 10/17/2015 at 9:00am; worth 20 points

Present your “Proposal to Address Problem” from your final paper to a decision making body. Inform them of the problem and persuade them to support your solution to that problem through an 8 – 10 minute presentation and 5 minute Q&A. In your Program Proposal worksheet you will recommend who your decision making body is – some common examples would be a county board for a county human services agency, board of directors for a non-profit, or management counsel/board at a large private agency. Select just one decision making body that you would like to present to. Your classmates will play the role of the decision making body and will assess your presentation through the eyes of that decision maker – not as fellow social workers. Your score will be the average from the decision making body’s score sheets. If you choose to use handouts in your presentation please provide enough for each of the decision makers and one for the instructor. A projector will NOT be available for presentations.

The decision making body will assess your presentation in three primary areas:
   a. How clearly are you able to communicate the nature, scope, and magnitude of the problem your proposal addresses.
   b. How persuasive is your argument for your proposal? (*Remember, not how persuasive is your argument to your classmates in this MSW policy class, but how persuasive is it to the decision makers you would be presenting to if you were doing this in the “real world.”)
   c. Overall presentation – demonstrated preparedness, professionalism, quality of handouts if used, responsiveness to questions, presentation stayed within allotted timeframe, etc.

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

Promptness
Prompt arrival to all courses is required.
• A significantly late arrival or early departure may be considered an absence

Absence
To ensure a quality educational experience, you must attend and participate in classes.
• Attendance will be taken at each class and your level of participation noted
• Excused & Unexcused Absences:
  ~ The first unexcused absence will result in your grade being dropped one full grade
  ~ The second unexcused absence will place you at risk for failing the course
  ~ On a case by case basis, I will use my 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 (typically this is a 4-page reaction paper on the missed week’s readings and class content).
• You 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.

Inclement Weather Policy
• If there is inclement weather across the Program area, you will be expected to check your email prior to leaving for class to confirm whether classes are cancelled.
• If classes are not cancelled but you conclude you cannot safely travel to reach the class site, you must contact me regarding your plan to not travel. This absence will be considered excused and makeup work may be assigned.
• If classes are cancelled by the Program Director and Co-Director, then no makeup assignment will be required for you; however, the class time will be rescheduled. The Program Coordinator will notify all students by email within 72 hours of the cancellation regarding the planned class day/time additions.

Late Assignment Policy
Assignments are due at 9:00am on the day indicated in this syllabus unless noted otherwise. Points will be deducted from the final score of the assignment for each 24-hour period it is late.

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.
Students with Disabilities
If you require accommodations to obtain equal access to this class or to any assignments that I may give, please contact me as soon as possible. I want all my students to have an excellent learning experience.

Code of Ethics, Professional Conduct & Plagiarism
Official Statement: Incoming MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the School’s Principles of Professional Conduct. In doing so, they agreed that while in the MSW Program they would honor the Code of Ethics and Principles of Professional Conduct, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. MSW students are expected to adhere to these policies in the classroom and in the preparation of course assignments.