

**Social Welfare Programs and Policies II
Advanced Social Policy in Mental Health**

S44.2011

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Overview

This advanced concentration course examines urban social problems and social policies developed to address these from the perspective of their impact on individuals, families and communities focusing on at-risk populations in the context of the urban environment. The course builds on policy content offered in the professional foundation year and links policy to practice and research skills. Diversity, inequality, social and economic justice are continuing themes of study in the advanced concentration year. The first part of the course reinforces the central role of social work in the policy making arena, and presents an overview of policy making cycle inclusive of social problem definition, policy formulation, implementation, evaluation and a critical analysis of policy impact on many stakeholders including practitioners. The course overviews theories related to organizational change and strategies for practitioners to influence policies and promote change in the interest of service consumer, agency and society. This section focuses on mental health policies. Required core content includes a framework for understanding the policy formulation process, and the examination of a variety of theoretical models for conducting policy analysis and opportunities to apply these skills in an in-depth study of a problem area/population group of interest.

Course Goals:

- 1 To facilitate an appreciation for the role of clinical social workers in the policy formulations process
- 2 To enhance appreciation of social policies as the tools for achieving the social justice goals of a democratic society
- 3 To support an understanding of the underlying values and ideologies that influence shape and drive American social welfare policy over time and continuing residual influences of these in contemporary social welfare policies and programs
- 4 Support an appreciation of social work as an agency based profession and implications of the organizational and policy context of clinical social work practice
- 5 To deepen understanding of the process of policy formulation, analysis and evaluation and the impact of these on vulnerable populations of historical concern to the profession of social work

Educational Objectives:

- 1 To support an ability to articulate the link between broad social policies, concepts of social justice and the role of the social work practitioner in the policy formulation process.
- 2 To develop a basic understanding of social problems endemic to the urban environment and the impact of these problems on the social and interpersonal functioning of individuals, families, and communities.
- 3 To develop a basic understanding of the complexities of the policy making process and an appreciation of the socio-political forces that influence social problem definition, policy formulation and implementation.
- 4 To develop a basic understanding of the role that social work practitioners play in the implementation of social policies at the agency level.
- 5 To apply an analytical framework in conducting a critical analysis of a social policy affecting a population at risk in an urban environment.
- 6 To critically evaluate an agency policy from the perspective of the clients, practitioners and communities.
- 7 To promote an enhanced understandings of organizational change theories and implications for clinical practice.
- 8 To develop a basic understanding of strategies for promoting change at the level of agency, community and society.

Required Texts:

Mechanic, D. (2007). *Mental health and social policy: Beyond managed care* (5th Ed.). Needham Heights, MA: Allyn & Bacon.

President's New Freedom Commission on Mental Health [Link].

Recommended Text:

Landsberg, G. & Rock, M. (2008). *Social policy & social work: The content of social work practice*. New York: Pearson Publishing.

Articles and web links will be posted on Blackboard.

Student with Disabilities: Any student with a documented disability (e.g. physical, learning, visual, psychiatric, hearing, etc.) and in need of special assistance must be registered with and must make arrangements for reasonable accommodations with the Center for Students with Disabilities located at 240 Greene Street, 4th Floor, (212)998-4980. Students needing this assistance should contact this office at the beginning of the semester.

Course Assignments

There will be three written assignments for the course, a short paper, a mid-term and final. These will be distributed in class by the instructor.

Course Outline

Class 1 – Introduction to Mental Health Policy (1/21)

Class 2 – Defining Mental Illness (1/28)

Mechanic, Chapters 2 & 3

Kessler, R. C., Demler, O., Frank, R. G., Olfson, M., Pincus, H. A., Walters, E. E., et al. (2005). Prevalence and treatment of mental disorders, 1990 to 2003. *The New England Journal of Medicine*, 352, 2515-2523.

Luhrman, T. (2007). Social defeat and the culture of chronicity: Or why schizophrenia does so well over here. *Culture, Medicine and Psychiatry*, 31, 135–172.

Class 3 – Delivering Mental Health Care (2/4)

Department of Health and Human Services. (2003). *New Freedom Commission on Mental Health: Achieving the promise: Transforming mental health care in America. Final report.* (No. DHHS pub no SMA-03–3832). Rockville, MD: Author. [Link]

Garfield, R. (2009). Mental health policy development in the states: The piecemeal nature of transformational change. *Psychiatric Services*, 60, 1329-1335.

Sederer, L. (2008). Mental health policy and services five years after the President's Commission Report: An interview with Michael F. Hogan. *Psychiatric Services*, 59, 1242-1244.

Seidenberg, N. (2008) Could Noah's life have been saved? Confronting dual diagnosis and a fragmented mental health system. *Psychiatric Services*, 59, 1254-1255.

Class 4 – Funding Mental Health Care (2/11)

Mechanic, Chapters 7 & 8

APA (2008). *The Wellstone-Domenici Mental Health Parity Act of 2008: Questions and answers for psychologists.* Washington, DC: American Psychological Association.

Kershaw, S. (March 30, 2008). The murky politics of the mind-body. *The New York Times*. [Link].

Class 5 – Transforming Mental Health Care (2/18)

Davidson, L., O'Connell, M. J., Tondora, J., Lawless, M., & Evans, A. C. (2005). Recovery in serious mental illness: A new wine or just a new bottle. *Professional Psychology: Research and Practice*, 36, 480-487.

Deegan, P. (1996). Recovery as a journey of the heart. *Psychiatric Rehabilitation Journal*, 19, 91-98.

Hopper, K. (2007). Rethinking social recovery in schizophrenia: What a capabilities approach might offer. *Social Science and Medicine*, 69, 868-879.

Class 6 – Discrimination (2/25)

Mechanic, Chapter 4

Corrigan, P. W., Markowitz, F. E., & Watson, A. C. (2004). Structural levels of mental illness stigma and discrimination. *Schizophrenia Bulletin*, 30, 481-491.

Dobransky, K. (2009). The good, the bad, and the severely mentally ill: Official and informal labels as organizational resources in community mental health services. *Social Science and Medicine*, 69, 722-728.

Class 7 – Mental Health and Physical Health (3/4)

Colton C. W. & Manderscheid, R. W. (2006) Congruencies in increased mortality rates, years of potential life lost, and causes of death among public mental health clients in eight states. *Preventing Chronic Disease*. Available from: URL: http://www.cdc.gov/pcd/issues/2006/apr/05_0180.htm.

Schmutte, T., Flanagan, E., Bedregal, L., Ridgway, P., Sells, D., Styron, T., and Davidson, L. (2009). Self-efficacy and self-care: Missing ingredients in health and healthcare among adults with serious mental illnesses. *Psychiatric Quarterly*, 80, 1-8.

Class 8 – Community Integration (3/11)

Mechanic, Chapter 5 & 9

Barron, J. (September 8, 2009). State discriminated against mentally ill, judge rules. *The New York Times*. [Link].

Hartocollis, A. (September 10, 2009). Families of mentally ill, mixed feelings over push away from adult homes. *The New York Times*. [Link].

Bazelon Center for Mental Health Law (2009). *Still waiting... The unfulfilled promise of Olmstead*. Washington, DC: Author.

SPRING BREAK NO CLASS (3/18)

Class 9 – The Consumer Movement (3/25)

Frese, F., Stanley, J., Kress, K., and Vogel-Scibilia, S. (2001). Integrating evidence based practices and the recovery model. *Psychiatric Services*, 52 (11), 1462-1468.

Mead, S. & Copeland, M. (2000). What recovery means to us: Consumer perspectives. *Community Mental Health Journal*, 36, 315-328.

Rissmiller, D. J. & Rissmiller, H. J. (2006). Evolution of the antipsychiatry movement into mental health consumerism. *Psychiatric Services*, 57, 6, 886-893.

Class 10 – Children’s Mental Health (4/1)

Cooper, J. et al. (2008). *Unclaimed children revisited: The status of children’s mental health policy in the United States*. New York: The National Center for Children in Poverty.

Egan, J. (September 8th, 2008). The bipolar puzzle. *The New York Times*. [Link].

Class 11 – Higher Education (4/8)

Bazelon Center for Mental Health Law (2008). *Campus mental health: Know your rights*. Washington, DC: Bazelon. [Link]

Lewin, T. (April 19, 2007). Law limits options when student is mentally ill. *The New York Times*. [Link]

Mowbray, C. T. et al. (2006). Campus mental health services: Recommendations for change. *American Journal of Orthopsychiatry*, 76, 226-237.

Salzer, M. S., Wick, L. C., & Rogers, J. A. (2008). Familiarity with and use of accommodations and supports among postsecondary students with mental illnesses. *Psychiatric Services, 59*, 371-375.

Class 12 – Evidence Based Practices (4/15)

Drake, R. E., Goldman, H. H., Leff, H. S., Lehman, A. F., Dixon, L. B., Mueser, K. T., et al. (2001). Implementing evidence-based practices in routine mental health service settings. *Psychiatric Services, 52*, 179-192.

OHIO SAMI CCOE (n.d). *Integrated dual diagnosis disorder: An overview of the evidence based practice*. Ohio Substance Abuse and Mental Illness Coordinating Center for Excellence, Cleveland, OH.

Salyers, M. P., & Tsemberis, S. (2007). ACT and recovery: Integrating evidence-based practice and recovery orientation on assertive community treatment teams. *Community Mental Health Journal, 43*(6), 619-641.

SAMHSA (n.d). *Assertive Community Treatment: Evidence-based practices kit*. Substance Abuse and Mental Health Services Administration, Rockville, MD.

Class 13 – Evidence Based Policy (4/22)

Gladwell, M. (2006). Million dollar Murray. *The New Yorker*.

Padgett, D., Henwood, B. & Stanhope, V. (2008). *Issues and action: New approaches in the third decade of the homelessness “crisis” in America: Innovation inspired by practice and supported by research*. New York University School of Social Work, New York.

Tsemberis, S., & Eisenberg, R. F. (2000). Pathways to housing: Support housing for street-dwelling homeless with psychiatric disabilities. *Psychiatric Services, 51*, 487-493.

Class 14 – Health Care Reform (4/29)

NASW (n.d.). Health Care Reform. Available from:
<http://www.socialworkers.org/advocacy/healthcarereform/default.asp>
[Link].