I. Course
A. Catalog Description
Cr. 3. (3-0). Completion of the foundation curriculum. Analysis of the social, cultural and political issues that shape and define mental health, mental illness, and public mental health policy.

B. Purpose
This course is an analysis of the social, cultural and political issues that explain and inform mental health, mental illness, and substance abuse policy and practice. This course emphasizes analysis of the context of treatment for mental illness and examines historical underpinnings of research, policy, treatment and service provision for mental illness and co-morbid diagnoses.

II. Course Objectives

Upon completion of this course, students will be able to demonstrate the following competencies:

1. Assess the role that stigma plays in influencing public opinion, self-perception, service delivery and public mental health policy;
2. Analyze the theories explaining mental illness the influence of culture, race, gender, age and socioeconomic status in shaping public mental health policy;
3. Discuss major theories related to mental illness, co-morbidity and substance abuse/addiction.
4. Trace the history of public mental health policy and practice concerning persons with mental illness and substance abuse;
5. Demonstrate an understanding of evidence-based research and practice in co-morbid issues;
6. Analyze disparities in mental health service utilization among ethnic populations, including the issues of finance, managed care, privatization, and indigence

7. Describe the role of the justice system in treating and protecting the civil rights of persons with severe and persistent mental illness, and identify major court rulings that have shaped service delivery.

III. Course Content

This course will include the topical (content) areas identified on the attached course outline and schedule.

IV. Course Structure/Attendance Policy*

This course differs substantially from traditionally faculty-dominated lecture-driven courses. The success of this type of learning is in direct proportion to the degree of responsibility each learner (individually and collectively) takes for the entire didactic process—therefore, attendance* and active participation are very important. All learners are expected to engage in independent mental health library research and to contribute their findings in class.

*Attendance Policy - Learners are allowed two excused absences for illness, unavoidable travel, or other important reason. Each additional absence shall result in a 2% per absence reduction in a learner's final grade. Four or more absences (excused or unexcused) shall be cause for a learner being dropped from the course. Coming to class more than 10 minutes after class has started will be counted as an absence.

V. Textbook

1. Required:

   Required subscription to Hogg Foundation Newsletter at: http://www.hogg.utexas.edu/ from which items reviewed will be for weekly class discussion.

2. Recommended

   http://www.hogg.utexas.edu/initiatives/mhguide.html

   Baker, A. & Velleman, R. (Editors), (2007). Clinical handbook of co-


VI Course Requirements

A. Assignments

(1) Weekly quizzes on assigned readings will be graded both individually and collectively (in team learning groups).

(2) A final examination will be given in-class on class discussion and required reading content.

VII. Evaluation and Grading

The following standard grading scale has been adopted for all courses taught in the college.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>96-100% of the points</td>
</tr>
<tr>
<td>A-</td>
<td>92-95.9%</td>
</tr>
<tr>
<td>B+</td>
<td>88-91.9%</td>
</tr>
<tr>
<td>B</td>
<td>84-87.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83.9%</td>
</tr>
<tr>
<td>C</td>
<td>76-79.9%</td>
</tr>
<tr>
<td>C+</td>
<td>72-75.9%</td>
</tr>
<tr>
<td>C-</td>
<td>68-71.9%</td>
</tr>
<tr>
<td>D</td>
<td>64-67.9%</td>
</tr>
<tr>
<td>F</td>
<td>Below 64%</td>
</tr>
</tbody>
</table>

Your final grade will be based on:

- Reading Quizzes 35%
- Final examination 35%
- Attendance/participation* 30%

Please refer to your Graduate and Professional Studies catalogue for the University policy regarding a grade of “incomplete.”
*Class participation will include team learning (group) process to be discussed in class.

VIII. Policy on academic dishonesty and plagiarism

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one’s own work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an “I” for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced using APA style format (or as approved by the instructor), with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.

Academic dishonesty includes using any other person’s work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.

IX. Consultation

Dr. Paul Raffoul ([praffoul@uh.edu](mailto:praffoul@uh.edu)) is available in his office (212SW) or by calling (713) 743-8101. To contact Dr. William B. Schnapp please call his office at 713) 755-4023 or email him at: [wbschnapp@gmail.com](mailto:wbschnapp@gmail.com).

Addendum: Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston faculty will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance.
<table>
<thead>
<tr>
<th>Date</th>
<th>Class#</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/21</td>
<td>1.</td>
<td>Introduction to Course, expectations and assignments. What do you already know?? Stigma Film “In Their Shoes” (1998).</td>
</tr>
<tr>
<td>1/28</td>
<td>2.</td>
<td>Understanding mental health and mental illness. Tx Health and Human Services System: Organization and Services Mechanic, et al., ch. 1</td>
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<tr>
<td>2/4</td>
<td>4.</td>
<td>Mental Health Needs Assessment Houston Endowment (Deliverable #1) MHNC article</td>
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<tr>
<td>2/11</td>
<td>5.</td>
<td>Substance Abuse History and Public Policy I and II Reading: The Science of Addiction (Ch 3, p. 15-20) Mosher &amp; Akins, Ch 7 (Blackboard)</td>
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<tr>
<td>2/18</td>
<td>6.</td>
<td>Mental Health/Substance Abuse Programs and Service Delivery Guest Lecture: Readings to be assigned</td>
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<tr>
<td>2/25</td>
<td>7.</td>
<td>Forensic Issues Mechanic, Ch 11</td>
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<tr>
<td>3/4</td>
<td>8.</td>
<td>Financing and Managed Care-I Mechanic, Ch 7 Houston Endowment (Deliverable #2)</td>
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<td>3/11</td>
<td>9.</td>
<td>Financing and Managed Care-II Mechanic, Ch 8 Houston Endowment (Deliverable #3)</td>
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<td>3/18</td>
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<td><strong>SPRING BREAK</strong></td>
</tr>
<tr>
<td>4/1</td>
<td>11.</td>
<td>Integrated Behavioral Health Services: CCISC Model Readings: to be assigned</td>
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<tr>
<td>4/08</td>
<td>12.</td>
<td>CCISC Model continued Readings to be assigned</td>
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<tr>
<td>4/15</td>
<td>13.</td>
<td><strong>Final Exam in-class</strong></td>
</tr>
<tr>
<td>4/22</td>
<td>14.</td>
<td>Affordable Care Act: Health Care Reform</td>
</tr>
</tbody>
</table>


*Psychiatric Services Journal* (formerly *Hospital & Community Psychiatry*).


New York: Greenwood Press.


Substance Abuse and Mental Health Services Administration, (n.d.). 2002 report to congress on the prevention and treatment or co-occurring substance abuse and mental disorders.

Texas, State of (1997). Texas mental health and mental retardation act (Article 5547201 et. seq.). Austin: TDMHMR.


Integrated Behavioral Healthcare in the United States


Kathol, R.G., Butler, M., McAlpine, D., & Kane, R.L. (2010). Barriers to physical and mental condition integrated service delivery. Psychosomatic Medicine, 72, 511-518.


Integrated Behavioral Health Models


Legislative Background


Patient Protection and Affordable Care Act


**Integrated Behavioral Health & Disparities**


Funding for Integrated Behavioral Health Services


Implementing Integrated Behavioral Health


**Advocacy**


**Useful Websites**

AHRQ: The Academy Integrating Behavioral Health and Primary Care  
http://integrationacademy.ahrq.gov/

ARHQ: Patient Centered Medical Home Resource Center  
www.pcmh.ahrq.gov/portal/server.pt/community/pcmh__home/1483

California Integrated Behavioral Health Project  

The Commonwealth Fund  
http://www.commonwealthfund.org/

http://www.cswe.org/File.aspx?id=48334

Henry J. Kaiser Family Foundation: *Health Reform Source*  
http://healthreform.kff.org/

Integrated Care Resource Center (CMS)  

Massachusetts Blue Cross Blue Shield Health Reform  
http://bluecrossmafoundation.org/Health-Reform/Lessons.aspx

National Standards on Culturally and Linguistically Appropriate Services (CLAS)  

The New York Times: Healthcare Reform  

Patient-Centered Primary Care Collaborative  
www.pcpcc.net/ 14

PBS Unnatural Causes  
http://www.pbs.org/unnaturalcauses/explore_learn.htm

Robert Wood Johnson: Health Policy Connection  
http://www.rwjf.org/healthpolicy/coverage/index.jsp

SAMHSA-HRSA Center for Integrated Health Solutions  
http://www.integration.samhsa.gov/

The University of Washington AIMS Center
http://uwaims.org/index.html
CDC: The State of Mental Health and Aging in America
http://apps.nccd.cdc.gov/MAHA/MahaHome.aspx
UCLA Health Policy Institutes: Health Disparities
http://www.healthpolicy.ucla.edu/SearchResults.aspx?keywords=Health+disparities+mental+health&page=1