



COURSE TITLE/SECTION: SOCW 7397/25481: Contemporary Issues in Mental Health

TIME: Wednesdays, 9:00 am to 12:00 noon, **Room 231 SW**

FACULTY: Paul R. Raffoul, Ph.D. & William B. Schnapp, Ph.D. **OFFICE HOURS:** as posted

E-mail: praffoul@uh.edu
wbschnapp@gmail.com

Phone: 713-743-8101
Phone: 713-755-4023

Fax: 713-743-3267

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:**
Mechanic, David. (2014). Mental health and social policy: Beyond managed care, 6th Edition (paperback), NY: Pearson, ISBN-10: 0-205-88097-5

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-

existing mental health and drug and alcohol problems. London: Routledge/Taylor & Francis Group.

Substance Abuse and Mental Health Services Administration. (2002, November). Report to Congress on the Prevention and Treatment of Co-Occurring Substance Abuse Disorders and Mental Disorders. Rockville, MD: Substance Abuse and Mental Health Services Administration.

Available at no charge from:

<http://www.samhsa.gov/reports/congress2002/index.html>].

World Health Organization, Mental Health Policy and Service Guidance Package at:

http://www.who.int/mental_health/policy/en/policy_plans_revision.pdf

Surgeon General's Report on Mental Health, Chapters 1, 2 & 6, available at: <http://www.surgeongeneral.gov/library/mentalhealth/home.html>.

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.

A =	96-100% of the points	C+ =	76-79.9%
A- =	92-95.9%	C =	72-75.9%
B+=	88-91.9%	C- =	68-71.9%
B =	84-87.9%	D =	64-67.9%
B- =	80-83.9%	F =	Below 64%

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) 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.

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.

**SOCW 7309: Contemporary Issues in Mental Health
Course Outline and Reading Assignments**

Date Class#

- | | | |
|-------------|---------------------|---|
| 1/21 | 1. | Introduction to Course, expectations and assignments. What do you already know?? Stigma Film “In Their Shoes” (1998). |
| 1/28 | 2. | Understanding mental health and mental illness. Tx Health and Human Services System: Organization and Services
Mechanic, et al., ch. 1 |
| 1/29 | 3. | Policy Analysis: Criminalization of mental illness-a Case Study
Mechanic, et al, ch. 12 |
| 2/4 | 4. | Mental Health Needs Assessment
Houston Endowment (Deliverable #1)
MHNC article |
| 2/11 | 5. | Substance Abuse History and Public Policy I and II
Reading: The Science of Addiction (Ch 3, p. 15-20)
Mosher & Akins, Ch 7 (Blackboard) |
| 2/18 | 6. | Mental Health/Substance Abuse Programs and Service Delivery
Guest Lecture: Readings to be assigned |
| 2/25 | 7. | Forensic Issues
Mechanic, Ch 11 |
| 3/4 | 8. | Financing and Managed Care-I
Mechanic, Ch 7
Houston Endowment (Deliverable #2) |
| 3/11 | 9. | Financing and Managed Care-II
Mechanic, Ch 8
Houston Endowment (Deliverable #3) |
| 3/18 | SPRING BREAK | |
| 3/25 | 10. | Building a Community Support System
Mechanic, Ch 10; “The C’s of Community Psychiatry”, W. B. Schnapp |
| 4/1 | 11. | Integrated Behavioral Health Services: CCISC Model
Readings: to be assigned |
| 4/08 | 12. | CCISC Model continued
Readings to be assigned |
| 4/15 | 13. | Final Exam in-class |
| 4/22 | 14. | Affordable Care Act: Health Care Reform |

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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
<http://ibhp.org/index.php?section=pages&cid=152>
The Commonwealth Fund
<http://www.commonwealthfund.org/>
CSWE PPACA of 2010: A Guide for Social Workers
<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)
<http://www.integratedcareresourcecenter.com/Default.aspx>
Massachusetts Blue Cross Blue Shield Health Reform
<http://bluecrossmafoundation.org/Health-Reform/Lessons.aspx>
National Standards on Culturally and Linguistically Appropriate Services (CLAS)
<http://minorityhealth.hhs.gov/templates/browse.aspx?lvl=2&lvlID=15>
The New York Times: Healthcare Reform
http://topics.nytimes.com/top/news/health/diseasesconditionsandhealthtopics/health_insurance_and_managed_care/health_care_reform/index.html
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>