



SACRAMENTO
STATE

Course Change Proposal Form A



Academic Group (College): Health and Human Services	Academic Organization (Department): Division of Social Work	Date: 4/10/09
Type of Course Proposal: New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>	Department Chair: Robin Carter	Submitted by: Susan Taylor
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	For Catalog Copy: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> CCE: Yes <input type="checkbox"/> No <input type="checkbox"/>	Semester Effective: Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> 09/10 <input type="checkbox"/>

This course replaces experimental course Subject Area (prefix) and Catalog Number (course number):	
This Catalog Number (course number) is being replaced:	

Change from:

Subject Area (prefix) & Catalog No. (course no.):	Title:	Units:
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Change to:

Subject Area (prefix) & Catalog No. (course no.): SWRK 263	Title: Policy and Administration in Public Mental Health	Units: 3
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JUSTIFICATION:

This course is a new course in the curriculum. It adds to our current offerings in social work practice in mental health, through an emphasis on policy practice in this specialty area. While providing specialized knowledge for all our graduate students, it specifically provides needed knowledge to the students going through the graduate program on mental health training stipends.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description)

The course content reflects the historical and current trends in the development and implementation of mental health policy and programming internationally, nationally and at the state and local levels. Particular attention is given to planning, programming, and development of mental health systems within a recovery orientation.

Note:

Prerequisite: SWRK 250

Corequisite: none

CAN (California Articulation Number):

Graded: Letter <input checked="" type="checkbox"/> Credit/No Credit <input type="checkbox"/>	Instructor Approval Required? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Course Classification (e.g., lecture, lab, seminar, discussion): lecture	Title for SIS+/CMS (not more than 30 characters): : Policy & Admin. in Pub. Mental Health
Cross Listed? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, do they meet together and fulfill the same requirement, and what is the other course.

How Many Times Can This Course be Taken for Credit? 1

Can the course be taken for Credit more than once during the same term? Yes No

FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc." See the example at <http://www.csus.edu/acaf/example.htm>

By the end of the course students will be able to:

1. Identify the socioeconomic, ideological, and political issues impacting the design, and delivery of treatment options in public mental health (AC1, AC7);
2. Demonstrate the historical role of social work in the development of public mental health policies and service delivery systems(AC10, AC11) ;
3. Demonstrate familiarity with specific federal, state, and local public policies, laws, and court decisions that affect public mental health practice and service delivery (AC2, AC8);
4. Demonstrate management, leadership, and stakeholder collaboration roles in public mental health systems at the federal, state, local levels (AC3, AC4, AC8, AC12);
5. Demonstrate leadership skill development in policy and program advocacy, stakeholder participation and collaboration, and legal and ethical treatment concerns within public mental health (AC3, AC4, AC9, AC10, AC12, AC13, AC14);
6. Demonstrate knowledge of funding streams for public, private non-profit and for profit agencies in the delivery of private and public mental health services on a local, state, and international level (AC10, AC12);
7. Demonstrate knowledge of how various funding patterns' impact agency policy and service delivery objectives (AC10, AC11, AC12, AC13);
8. Identify how the legislative and administrative rule-making processes in California impact agency policies, procedures, and programs in public mental health and ancillary service delivery systems (AC10, AC11, AC12, AC13, AC14);
9. Demonstrate ability to use advocacy skills in collaboration with family, consumer, and other stakeholder groups at the macro level to enhance service delivery planning and implementation(AC4, AC13, AC14);
10. Demonstrate the integration of consumer sensitive evidence-based research and reporting in treatment planning, delivery, and reimbursement (AC5, AC6);
11. Demonstrate knowledge of the recovery model orientation in the redesign of public mental health service delivery in the state of California, nationally, and internationally (A10).

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

Course Assignments

The major assignment for the course is a systematic programmatic review of a mental health agency or program.

Part 1: (30%) Due session 6

Identify the following elements of the agency/program's policy and contractually obligated mandate:

1. Studying California legislation which enabled the development of the program;
2. Population targeted through legislation as eligible for the program;
3. Federal/state/local administrative and implementation rules which govern the program;

Part 2: (30%) Due session 8

Identify the funding streams for the agency/program, and determine individual and grouped unit of service costs to establish reimbursement patterns. Describe the reimbursement structure of the agency and provide an aggregate profile of cost specific reimbursements from available funding streams.

Part 3: (30%) Due session 12

Using data reports from the agency, along with CIPS and DMH statistical reports determine the intended and actual outcomes of the program. As part of this section of the review, note the data and data collection methods used by the program to measure success or failure.

Part 4: (10%) Due session 14

Describe those areas which you have determined meet the mandates of the program, and those areas that could use improvement. State the recommendations you would make to the agency if improvements are needed. The following areas should be covered in your discussion:

1. Whether the original enabling legislation was realistic;
2. Whether the program design could have been altered to better serve the intended population;
3. How the administrative rules could have been changed to encourage success
4. A proposal of the use of funding and rules toward a particular program design that you feel would be successful for the intended population.
5. What alternatives you might recommend for the populations, which were unintentionally affected by the legislation.

Students should review all available literature related to the specific program, similar programs in other states, and scholarly works, which could support the arguments, made in the original program design and the revised one. An appendix of supporting documentation should be placed at the end of each section. It is expected that the document will follow APA 5th edition standards.

For whom is this course being developed?

Majors in the Dept Majors of other Depts Minors in the Dept General Education Other

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes No

If yes, identify program(s):

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes No

If yes, attach a description of resources needed and verify that resources are available.


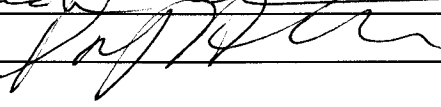
Indicate which department or programs will be affected by the proposed course (if any). Division of Social Work

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:

Date

Department Chair:		4/22/07
College Dean or Associate Dean:		4/24/07
CPSP (for school personnel courses ONLY)		
Associate Vice President and Dean for Academic Programs		

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
DIVISION OF SOCIAL WORK

SW 2XX: PUBLIC MENTAL HEALTH POLICY AND ADMINISTRATION

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Office Hrs.
Tuesday 12-3
or by appointment

I. Course Description

This course examines historical and current trends impacting the formulation and delivery of public mental health policies across service delivery systems at the federal, state, and local levels. Building upon the foundation content of SW250, this course examines the historical and philosophical antecedents of the public mental health system of care and the impact that public policy and financing has upon the development and implementation of mental health service delivery systems. This analysis includes systems of care which are multicultural and include targeted populations; specifically, children, families, transitional age youth, adults, and older adults. Analysis of selected federal, state, and local policies and policy making venues specifically relevant to the continuum of public mental health practice and services, along with issues of leadership, program administration, and supervision within the limitations of those policies and venues will be highlighted.

II. Course Learning Objectives*:

By the end of the course students will be able to:

1. Identify the socioeconomic, ideological, and political issues impacting the design, and delivery of treatment options in public mental health (AC1, AC7);
2. Understand the historical role of social work in the development of public mental health policies and service delivery systems(AC10, AC11) ;
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6. Demonstrate knowledge of funding streams for public, private non-profit and for profit agencies in the delivery of private and public mental health services on a local, state, and international level (AC10, AC12)
7. Demonstrate knowledge of how various funding patterns' impact agency policy and service delivery objectives (AC10, AC11, AC12, AC13);
8. Identify how the legislative and administrative rule-making processes in California impact agency policies, procedures, and programs in public mental health and ancillary service delivery systems (AC10, AC11, AC12, AC13, AC14);
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10. Understand the integration of consumer sensitive evidence-based research and reporting in treatment planning, delivery, and reimbursement (AC5, AC6):
11. Demonstrate knowledge of the recovery model orientation in the redesign of public mental health service delivery in the state of California, nationally, and internationally (A10).

* note that AC refers to Advanced Competencies for Mental Health

Course Format

Content will be presented through instructor and guest lecture, small and large group discussion, as well as video/audio presentation and analysis.

Course Expectations

To encourage a positive learning environment:

- Students should be on time for each class session; whether held in the field or at the University;
- Students should turn off beepers and cell phones during class; both at the University and in the field. If there is an urgent professional or personal need for either to be on, the student should put the device on vibrate and let the instructor know that he/she may be contacted. Responding to either device should be in the least disruptive manner possible, and be outside of the classroom/meeting area;
- Students should engage in civil and respectful discourse with one another, agency staff, consumers, guest speakers and the instructor. Should interpersonal difficulties arise, it is expected that the parties will work through their difficulties in an amicable manner;
- Students are committed to personal/professional growth and self-exploration; therefore, he/she actively engages in class discussions and learning activities;
- To the degree possible, students will have read all assigned material prior to each class session so as to enrich class discussion.

Attendance:

Students' interest, time, and commitment to the course, as well as personal/professional development is highly valued. As a matter of fairness and equity, anyone missing more than *two scheduled class sessions* will have their final grade reduced by one grade. Missing more than (5) five scheduled class sessions will result in being dropped from the course.

Course Assignments

The major assignment for the course is a systematic programmatic review of a mental health agency or program.

Part 1: (30%) Due session 6

Identify the following elements of the agency/program's policy and contractually obligated mandate:

1. Enabling legislation which enabled the development of the program;
2. Population targeted through legislation as eligible for the program;
3. Federal/state/local administrative and implementation rules which govern the program;

Part 2: (30%) Due session 8

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Part 3: (30%) Due session 12

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Part 4: (10%) Due session 14

Describe those areas which you have determined meet the mandates of the program, and those areas that could use improvement. State the recommendations you would make to the agency if improvements are needed. The following areas should be covered in your discussion:

1. Whether the original enabling legislation was realistic;
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5. What alternatives you might recommend for the populations, which were unintentionally affected by the legislation.

Students should review all available literature related to the specific program, similar programs in other states, and scholarly works, which could support the arguments, made in the original program design and the revised one. An appendix of supporting documentation should be placed at the end of each section. It is expected that the document will follow APA 5th edition standards.

Students are expected to have completed assignments for the course by the scheduled due date. If special circumstances arise, the instructor may grant an extension for turning in the assignment. This must be arranged prior to the date the assignment is due and be negotiated with the instructor. Should this situation occur, the student should provide several avenues through which he/she may be contacted (e.g., e-mail, home or work phone numbers, cell phone numbers) by the instructor, so as to make such arrangements for an extension. If a student needs help or has questions regarding the assignment, he/she is encouraged to contact the instructor during office hours or by e-mail.

It is an expectation of the Division of Social Work that written work should conform to the APA (5th edition) format unless otherwise noted by the instructor. Serious deficiencies in areas such as spelling, punctuation, sentence structure, and coherent organization may result in a lower grade. Students are encouraged to use the writing lab if writing problems emerge and talk with the instructor regarding ways to improve upon their written assignment.

Where appropriate, the following criteria are used to evaluate assignments:

- Effective use of knowledge: the integration of concepts, theories, models and information from readings, lectures, and class discussions is used in a way that demonstrates integration and understanding.
- The inclusion of personal points of view (when appropriate to the assignment) along with rationale, logic, and examples. Generalization of ideas, observations, concepts, and experiences are carefully supported with empirical data, conceptual work generated by authors, practitioners, or researchers
- Organization: thesis in introduction, smooth relationship between ideas and between paragraphs, and overall structure, integrative concluding section. Careful planning is evident in the organization.
- Clarity: understandability, good style and form. Central ideas are concrete and clear.
- Correct syntax, grammar, punctuation, and spelling. Sentences and paragraphs are clear, unified, and coherent.

- References in appropriate format (use of APA format).

Students are reminded to retain a duplicate copy of all their written assignments prior to submitting them to the instructor in the event of accidental loss or destruction.

University policy is very stringent with respect to **Plagiarism** (claiming the work of someone else as your own). Should students plagiarize written assignments, the instructor may assign an "F" for the course. Students may refer to the APA Manual (5th edition) pp. 349-350 and p. 395 for clarification on ways to avoid this error. Students are also encouraged to read both the Division student manual and University policies with respect to this academic standard.

Incompletes

Incompletes are not given automatically. A grade of "Incomplete" may be assigned only in cases of illness, accident, or other occurrences clearly beyond the student's control. It is the student's responsibility to fulfill the University and/or Division policies and procedures for negotiating and completing a grade of "incomplete." Students who fail to complete the course assignment within the negotiated timeframe will automatically be assigned a grade of "F" for the course. This may jeopardize continuation in the MHSP cohort.

Course Grading Scale

A = 95 -100 pts

A - = 92 - 04 pts

B+ = 90 - 91 pts

B = 85 – 88 pts

B- = 82 – 84 pts

C + = 79 – 81 pts

C = 75 – 78 pts

C - = 70 – 74 pts

F = 69 pts or less

ADA Provisions

Students who have a documented learning disability or experience other reasons that might interfere with their ability to complete the class requirements, need to make an

appointment and discuss this with the instructor. Students can obtain special accommodations for course materials, testing facilities, and equipment by contacting the Office of Disability Services (916) 278 – 6955. The instructor should be advised of the need for these accommodations so as to better assist the student with his/her learning needs. A copy of the documented disability should also be on file with the Coordinator of the MHSP.

Required Readings:

Course Sessions and Required Readings:

Session #1: Introduction to course

*Collaborative policy development in mental health
Handouts
Policy planning exercise*

Session #2: The development of Public Mental Health in the United States

Action for Mental Health: Final report of the Joint Commission on Mental Illness and Health (1961). New York: Basic books.

Goldman, H.H. & Grob, G.N. (2006, May/June). Defining 'Mental illness' in mental health policy. *Health Affairs*, 25 (3), 737-749.

Grob, G. N. (2005). Public policy and mental illnesses: Jimmy Carter's Presidential Commission on Mental Health. *The Milbank Quarterly*, 83(3), 425-456.

Lourie, I.S. & Hernandez, M. (2003, Spring). A historical perspective on national child mental health policy. *Journal of Emotional and Behavioral Disorders*, 11(1), 5-9.

President's New Freedom Commission on Mental Health (2003). *Achieving the promise: Transforming mental health care in America*. (DHHS Publication No. SMA-03-3831), Rockville, MD. (available at www.mentalhealthcommission.gov)

Regier, D.A., Goldberg, I.D., & Taube, C.A. (1978). The De Facto U.S. Mental Health Services System. *Archives of General Psychiatry*, 35, 685-93.

U.S. Department of Health and Human Services (USDHHS). (1999, December). *Mental Health: A report of the Surgeon General*. Rockville, MD.

Session #3: Development of public mental health (cont'd)