

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
COURSE OUTLINE
Advanced Contemporary Policy: Mental Health

19:910:587
[SEMESTER/YEAR]
Instructor:
Office hours:
Email:

I. Catalog Course Description

Contemporary policy issues related to mental health including social determinants of mental health, treatment and access to care, rights and privacy, systems transformation, and disparities in care are examined in this course. The role of social workers in policy advocacy, the history and evolution of mental health policy, and recent mental health policy proposals are discussed. Students will learn to analyze mental health policy and advocate for policies that advance human rights and social, economic, and environmental justice.

II. Course Overview

The purposes are to teach students the skill of policy advocacy as applied to mental health policy; to help students understand the role of values, ideology, preferences, and assumptions in the policy making process; to consider how political and economic structures, special interest groups, and other contextual factors affect policy development, policy implementation, and program delivery; and to analyze mental health policies, programs or conditions that need changes as well as the opportunities for such change. Attention is given to problem definition, characteristics of the populations at risk, and ways that policy issues are shaped through legislation and political processes.

Students will learn how to follow a line of inquiry, which will help them to answer fundamental questions about any proposed policy or program change:

1. Who is it supposed to help and how?
2. Will it do what it is supposed to do?
3. Do we want it? (Implications of costs and benefits?)
4. Is it feasible? How could we get it?

III. Place of Course in Program

This course is part of the Advanced Curriculum and covers the requirement for an advanced policy course. Successful completion of 19:910:504 and the rest of the Professional Foundation courses are a pre-requisite.

IV. Program Level Learning Goals and the Council of Social Work Education's Social Work Competencies

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE's accreditation standards can be reviewed at www.cswe.org.

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. These competencies serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.

This course will assist students in developing the following competencies:

Competency 3.1: Describe how social welfare policies and structural forces can promote the well-being of or oppress and marginalize individuals, families, and communities in our society

Assessment of Competency 3 will be based on the Policy Analysis Assignment using the Knowledge dimension

Competency 5.1: Identify how our work with individuals, families, and communities can inform the policymaking process

Assessment of Competency 5 will be based on the Policy Analysis Assignment using the Knowledge dimension

V. Course Learning Goals

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses policy analysis skills and competencies as well as addresses human rights and social, economic and environmental justice through the study of mental health policy formulation, analysis, implementation, and evaluation, as well as social work advocacy skills and activities for mental health policies that advance human rights and social, economic, and environmental justice.

Upon completion of this course, students will be able to:

1. Understand how social problems are identified and addressed through social policies

2. Critically analyze mental health policies
3. Advocate for mental health policies that advance human rights and social, economic, and environmental justice

VI. School of Social Work Mission Statement and School Wide Learning Goals

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengthens individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

VII. Required Texts and Readings

The required text, below, is available at the Rutgers Bookstore. Before purchasing the book, please ensure that you have selected the correct edition/year.

Moniz, C.D., & Gorin, S.H. (2018). Behavioral and mental health care policy and practice: A biopsychosocial perspective. New York: Routledge.

Other required readings (separate from textbook) are available through the Rutgers University Library “Reading List” that is integrated into your Canvas course. To find your readings:

Click on the “Reading List” tab in the Canvas navigation bar to the left hand side of the course. Please note: this list contains links to articles and other required readings separate from the textbook (if applicable). Please follow the syllabus and/or Canvas Readings and Resources page in each module for more specific required readings and resources for each week (including textbook/media). For further instructions [please click here for a video tutorial](#)

VIII. Course Attendance and Participation Policies

Professional social workers are expected to be reliable, informed, vocal advocates for those they serve. As such, students in this course will be expected to demonstrate those professional skills by attending class regularly and completing all readings on a timely basis so that they can participate effectively in class discussions. All readings are considered **required** unless they are listed as “Recommended Readings for Review”. In-class/asynchronous resources are indicated as such in the Course Outline. Students are also expected to take an active role in class discussions and exercises to demonstrate their understanding of the course content.

Students must arrive to class on time and stay for the entire duration of class. More than three absences may result in the failure of the class. Students are expected to arrive to class on time and stay for the entire duration of class. More than 3 late arrivals or early departures will result in grade deductions.

Students are expected to read all course-related emails sent to their Rutgers email account and course announcements/messages posted in Canvas to stay informed of any changes in the course schedule, readings, or assignments.

Respect for Others and Internet Etiquette.

This course has room for multiple and diverse perspectives, and it is essential for us to treat each other with respect when opinions are shared. The RU SSW supports an inclusive learning environment where diversity, individual differences and identities (including race, gender, class, sexuality, religion, ability, etc.) are respected and recognized as a source of strength. Students and faculty are expected to respect differences and contribute to a learning environment that allows for a diversity of thought and worldviews. Please feel free to speak with me if you experience any concerns in this area.

Language should be used which recognizes diversity and is respectful of others. This includes gender inclusive language. Students, faculty, and staff may share their pronouns and names, and these gender identities and gender expressions should be honored.

During this course, it may be difficult to disguise references to specific organizations and people, so such information must stay in the classroom. Confidentiality is vital.

Please be respectful of the learning environment and do not use devices during class for purposes unrelated to the course. Laptops are only permitted for taking notes or reviewing course materials and should not be used to check email, social media, or search the internet for content unrelated to the course. Use of cell phones (including text messaging) or any similar type of electronic device is also not permitted in class. If there is a serious emergency and you need to take a call, please do so outside of the classroom so as not to disturb your colleagues.

IX. Assignments and Grading

SSW MSW Grading Scale: Below is the grading scale for the MSW program

A	92-100
B+	87-91
B	82-86
C+	77-81
C	70-76
F	0-69

*Scores to be rounded up at .5

Late Assignments: Late assignments will not be accepted. (Exceptions will be made only in

extreme circumstances and must be discussed with Student Services and the professor). If a due date conflicts with a religious observance, please inform the instructor prior to the assignment's due date. If you are unclear about any part of an assignment, please discuss this with the instructor well before the assignment is due. In fairness to all students, assignment deadlines are firm.

Incomplete grades: Incompletes will only be granted at the discretion of the instructor under special circumstances. It is the student's responsibility to request an Incomplete from the instructor before the end of the semester. A request signed by the student and the faculty member must be on file when grades are submitted.

Assignment Value

- Participation: 15%
- Quizzes: 20% (Quiz #1: 10%; Quiz #2: 10%)
- Mental Health Policy Analysis: 25%
- Advocacy Action: 40%

1) Participation (15%)

Participation points will be awarded each week for active participation and engagement in all assignments, exercises, and class discussions.

2) Quizzes (20%)

Two quizzes will be given during the semester. Quiz 1 will take place on Week 6 regarding the course content from Week 1-6. Quiz 2 will take place on Week 15 regarding the course content from Weeks 7-13. Each quiz will be comprised of 10 multiple-choice questions worth one point each. Students will be provided with a brief study guide to assist them in preparing for the quizzes. Quizzes will not be open book, but students will be allowed to develop a one-page "cheat sheet" (front and back) for their reference during the quiz.

3) Mental Health Policy Analysis (25%)

A mental health policy will be provided to students by the instructor in Week 6. Students are expected to familiarize themselves with this piece of legislation and where it is in the legislative process. Using the Karger & Stoesz policy analysis framework detailed in Chapter 3 of the Karger & Stoesz readings (pages 47-57), students will critically analyze the provided policy and write a paper comprised of five sections.

The first four sections should address the questions listed on page 51 of Karger & Stoesz in Spotlight 3.1 "A Model for Policy Analysis":

- Historical background of the policy (2-3 pages)
- Description of the social problem that necessitated the policy (2-3 pages)
- Policy description (2-3 pages)
- Policy analysis (2-3 pages) –

The fifth section (3 pages) should include: 1) A brief discussion of how this policy and structural forces related to this policy promote the well-being of or oppress and marginalize individuals, families, and communities in our society; 2) A specific action that could be made to advance or improve this policy as-written which is supported by the findings from the analysis and appropriate to where the policy is in the legislative process; 3) A brief discussion of how social work practitioners working with individuals, families, and/or communities can inform the policymaking process in relation to this policy. What should social workers advocate for in regard to this policy – For the policy to be passed as-is by lawmakers? For it to be improved in some way? How should they advocate to policymakers for this action or change? The course readings on policy advocacy practice should be used to support the arguments made in this section. Students should also identify one policymaker who has the ability to enact the specific policy action(s) being recommended.

A minimum of 15 course readings and/or outside sources should be utilized and properly cited throughout the paper to support the analysis. Section headings should also be used for the five sections. The *Mental Health Policy Analysis* **should be uploaded to Canvas under the Mental Health Policy Analysis assignment before the class meets on Week 12.** The grading rubric for this assignment can be found on the last page of the syllabus.

4) Advocacy Action (40%)

Based on this policy analysis and using the guidelines provided on this website (<https://ctb.ku.edu/en/table-of-contents/advocacy/direct-action/letters-to-elected-officials/main/>), students will draft a one-page (~500-word) advocacy letter to the policymaker who they have identified as having the ability to enact the recommended action presented in their analysis. The *Advocacy Letter* **should be uploaded to Canvas under the Advocacy Action assignment before the class meets on Week 14.** Students also have the option to post or email this letter to the identified policymaker or to contact the legislator’s office and advocate directly to that legislator or a staffer regarding their policy position. However, this is not a requirement of the course.

Based on the policy analysis and using the guidelines provided on this website (<https://ctb.ku.edu/en/table-of-contents/advocacy/direct-action/lobby-decisionmakers/main/>), students will practice direct advocacy by making a brief in-class presentation based off their policy analysis in the form of an “elevator pitch” to a policymaker. *Direct Advocacy Practice presentations will be given in class on Week 14.* The purpose of this presentation is to demonstrate your ability to convey to others the relevance and importance of your policy position in-person. The presentation should be approximately two minutes in duration.

The following checklists adapted from the Community Toolbox website will be used to grade the Advocacy Action assignment. Each item is worth two points.

Advocacy Letter

1. ___ The official you have chosen has the authority to make a decision about your issue
2. ___ You have begun the letter in an official manner, including the official’s full name and title
3. ___ The purpose for which you are writing is clear

4. ___ You have summarized your understanding of the issue
5. ___ The general impact that you expect to occur if a particular decision is made is stated
6. ___ The positive and negative effects the decision will have on you and others are described
7. ___ Statistics have been included to support your advocacy position
8. ___ You have reminded the official about relevant actions/decisions they have made in the past
9. ___ The action that you want taken is stated specifically
10. ___ If your letter opposes some action, you have offered an alternative
11. ___ You have offered your help on the issue, as appropriate
12. ___ You have thanked the official for their time
13. ___ The letter is signed with your full name and contact information
14. ___ The letter you have written is free of spelling and grammatical errors

Direct Advocacy Practice

1. ___ You stated your name, the group or organization to which you belong (e.g. "I am a graduate student from the Rutgers University School of Social Work), and if relevant, your constituency status
2. ___ You stated the name, number, and current status of the bill if it is pending legislation and the specific action you want taken in regard to the bill
3. ___ The argument given for taking this action is clear and supported with evidence
4. ___ The reason why the action you recommend will advance the decision-maker's interest is stated
5. ___ You have kept the type of contact short and to the point
6. ___ You were polite throughout the contact, showed appreciation to the person(s) the contact is directed at, and thanked the person(s)

Other helpful resources for this assignment:

<https://www.center4research.org/writing-policy-makers/>
https://www.prosperityindiana.org/Resources/Documents/Advocacy%20FAQ/Contacting_your_Legislator.pdf
<https://tcadp.org/wp-content/uploads/2010/07/Legislative-Advocacy-101.pdf>

X. Academic Resources

Library Research Assistance

Meredith Parker is the social work librarian on the New Brunswick Campus meredith.parker@rutgers.edu p. 848-932-6124; **Natalie Borisovets** is at Newark, Dana Library natalieb@rutgers.edu 973-353-5909; **Katie Anderson** is at Camden, Robeson Library: katie.anderson@rutgers.edu 856-225-2830. They are all available to meet with students.

Writing Assistance

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

All MSW Students

All MSW SSW students: New Brunswick, Camden, Newark, Intensive Weekend, online and blended are eligible to access writing assistance at the New Brunswick Learning Center.

Online tutoring is available.

<https://rlc.rutgers.edu/student-services/academic-coaching/schedule-appointment>

Newark Students Only

The Newark writing center is available for MSW students on the Newark campus by appointment. Online tutoring may be available.

<http://www.ncas.rutgers.edu/writingcenter>

Additional Online Resources

APA Style

All students are expected to adhere to the citation style of the *Publication Manual of the American Psychological Association*, 7th edition (2020). It can be purchased at [APA Manual 7th Edition](#). The Purdue OWL website also provide assistance with APA style

<https://owl.english.purdue.edu/owl/resource/560/01/>

Email Etiquette for Students

<https://owl.english.purdue.edu/owl/resource/694/01/>

XI. Course Evaluation

Rutgers University issues a survey that evaluates both the course and instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. The instructor may also choose to conduct a mid-point evaluation.

XII. COVID -19 community safety practices

Per University community safety regulations, "face coverings must be worn:

- indoors in shared spaces (e.g., meeting rooms, conference rooms, conference rooms, breakrooms, copy rooms, etc.)
- indoors in classrooms, seminar rooms, lecture halls, etc.

- indoors in private spaces with more than one occupant (shared offices)
- indoors in public spaces (e.g., hallways, restrooms, stairs, elevators, etc.)"

For additional information about community COVID-19 safety practices, please see <https://coronavirus.rutgers.edu/health-and-safety/community-safety-practices/>

XIII. Academic Integrity

As per Rutgers University Academic Integrity Policy, “Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the [RU Academic Integrity Policy](#) in its’ entirety.

As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic ^[L]_[SEP] dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing.” ^[L]_[SEP]

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

“Plagiarism: Plagiarism is the use of another person’s words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are: Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution; Paraphrasing without proper attribution, i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own, regardless of the nature of the assignment; Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution.” ^[L]_[SEP]

“Cheating: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one’s own work when others prepared them. Some common examples are: Prohibited collaboration:

receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student's work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one's place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one's own work a term paper or other assignment prepared, in whole or in part, by someone else." ^[11] _{SEP}

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW's Academic Integrity Facilitator (Laura Curran at lacurran@ssw.rutgers.edu). The AIF deciding the case (the "adjudicator") shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of the alleged violation.

Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information, see [RU Academic Integrity Policy](#) and [Procedures for Adjudicating Academic Integrity Violations](#)

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: ***On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.***

XIV. Disability Accommodation

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

XV. Other Resources

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students’ academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 732.932.1181, <http://vpva.rutgers.edu>. Services are free and confidential and available 24 hrs/day, 7 days a week.

Active Shooter Resources: Over the years, there has been an increase in the number of active shootings on campus. It is important that you know what to do in cases there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus-<http://rupd.rutgers.edu/shooter.php>.

XVI. Policy on Audio/Video Taping & Course Materials

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

XVII. Course Outline

<p>Week 1: Introduction to Mental Health Policy, Policy Advocacy, & Assessment of Current Policy Practice</p>

Module Learning Objective

- To provide an overview of the course and discuss course expectations
- To introduce the current state of mental health care in the U.S. and the role of policy in that context
- To introduce the concept of policy advocacy and the various forms of policy advocacy in social work practice
- To assess one’s own philosophical approach, policy skills and activities and determine strengths and limitations in these areas

Learning Resources & Materials

Rome, S. H., & Hoehstetter, S. (2010). [Social Work and Civic Engagement: The Political Participation of Professional Social Workers](#). *Journal of Sociology & Social*

Welfare, 37(3), 107-129.

Weiss-Gal, I. (2013). [Policy practice in practice: The inputs of social workers in legislative committees](#). *Social Work*, 58(4), 304-313.

Rocha, C., Poe, B., & Thomas, V. (2010). Political activities of social workers: Addressing perceived barriers to political participation. *Social Work*, 55(4), 317-325.

Class Activities Watch the film *Bedlam*

Read the open letter to PBS from mental health disability advocates in response to this film: https://medium.com/@idha_nyc/open-letter-to-pbs-in-response-to-mental-health-documentary-bedlam-3c095843c0f

Week 2: Defining Mental Illness

Module Learning Objective

- To understand how mental illness has been defined as a social issue
- To gain awareness of the scope and magnitude of this social issue

Learning Resources & Materials

National Institute of Mental Health. [review definitions of mental illness and prevalence figures on this website] - <https://www.nimh.nih.gov/health/statistics/mental-illness.shtml>

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

Davidson, L. (2016). The recovery movement: Implications for mental health care and enabling people to participate fully in life. *Health Affairs*, 35(6), 1091-1097.

U.S. Department of Health and Human Services. Mental Health: A Report of the Surgeon General—Executive Summary. Rockville, MD: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services, National Institutes of Health, National Institute of Mental Health, 1999.

Recommended Reading for Review

Chambers, D. E., & Bonk, J.F. (2013). Chapter 1: Analyzing the Social Problem Background of Social Policies and Social Programs. *Social policy and social programs: A method for the practical public policy analyst* (6th ed.). Pearson. **(Can be found in e-Reserves at Library)**

Class Activities

Watch the film *Healing Voices*

Week 3:

History & Development of U.S. Mental Health Policy – up to ACA

Module Learning Objective

- To identify historical trends in mental health policy over time
- To understand the potential effects of social policy on people with a mental illness

Learning Resources & Materials

Chapters 2, 3, & 4 - Moniz, C.D., & Gorin, S.H. (2018). Behavioral and mental health care policy and practice: A biopsychosocial perspective. New York: Routledge.

Week 4:

History & Development of U.S. Mental Health Policy – ACA to now

Module Learning Objective

- To identify historical trends in mental health policy over time
- To understand the potential effects of social policy on people with a mental illness

Learning Resources & Materials

Chapters 1, 5, & 13 - Moniz, C.D., & Gorin, S.H. (2018). Behavioral and mental health care policy and practice: A biopsychosocial perspective. New York: Routledge.

Week 5:

“Nothing About Us, Without Us”: How Consumer Advocacy Has Shaped Contemporary Mental Health Policy

Module Learning Objective

- To examine how mental health consumer advocacy has shaped contemporary mental health policy

Learning Resources & Materials

Ostrow, L., & Adams, N. (2012). Recovery in the USA: From politics to peer support. *International Review of Psychiatry*, 24(1), 70-78.

Rome, S.H., Hoechstetter, S., and Wolf-Branigin, M. (2010). Pushing the envelope: Empowering clients through political action. *Journal of Policy Practice*, 9(3-4).

Blau, J. & Abramovitz, M. (2014). Chapter 6: Social movements and social change. *The Dynamics of Social Welfare Policy*. (4th ed). New York: Oxford University Press. **(Can be found in e-Reserves at Library)**

Week 6: Review of Current Mental Health Legislation & Quiz 1

Module Learning Objective

- To identify current key policies related to mental health at the State and Federal level
- To understand the potential impact of current policies on individuals, groups, and communities

Learning Resources & Materials

Karger, H. J., & Stoesz, D. (2018). Chapter 8: The making of governmental policy. In H.J. Karger & D. Stoesz, *American social welfare policy* (8th ed.). New York: Pearson. **(Can be found in e-Reserves at Library)**

Class Activities

Review the Karger & Stoesz reading and complete the exercise below:

Familiarize yourself with the current, proposed mental health legislation at the federal-level and at the state-level in New Jersey by skimming each of the mental health bills listed on the websites below.

Create a brief summary of one Federal and one State piece of legislation that includes: 1) the intended purpose of the bill (1-2 sentences max); 2) the sponsor; and 3) the latest action (i.e. where it is in the legislative process).

Recent mental health bills introduced to the United States Congress can be found here - <https://www.mhanational.org/issues/current-mental-health-legislation>.

Recent bills introduced to New Jersey State legislators can be found here - <https://www.njleg.state.nj.us/Default.asp>. Use the search feature to locate bills related to Subject “Human Services – Mental Health.”

Week 7: Current Issues in Mental Health Policy: Treatment and Access

Module Learning Objective

- To identify and understand mental health policies related to treatment and access
- To examine the contributing factors and consequences of these policies

Learning Resources & Materials

Chapter 7 - Moniz, C.D., & Gorin, S.H. (2018). Behavioral and mental health care policy and practice: A biopsychosocial perspective. New York: Routledge.

Kuehn, B. M. (2014). Criminal justice becomes front line for mental health care. *JAMA*, *311*(19), 1953-1954.

Mental Health America. (2019). Access To Mental Health Care And Incarceration. Available at <https://www.mhanational.org/issues/access-mental-health-care-and-incarceration>

Naslund, J. A., Aschbrenner, K. A., Marsch, L. A., & Bartels, S. J. (2016). The future of mental health care: peer-to-peer support and social media. *Epidemiology and psychiatric sciences*, *25*(2), 113-122.

Goldman, H. H., Ganju, V., Drake, R. E., Gorman, P., Hogan, M., Hyde, P. S., & Morgan, O. (2001). Policy implications for implementing evidence-based practices. *Psychiatric Services*, *52*(12), 1591-1597.

Class Activities

Watch the film *The Released* - <https://www.pbs.org/wgbh/frontline/film/released/>

Week 8:

Current Issues in Mental Health Policy: Disparities in Mental Health Care

Module Learning Objective

- To understand the potential effects of mental health policy on key groups

Learning Resources & Materials

Chapters 8, 9, 10, 11, & 12 in Moniz, C.D., & Gorin, S.H. (2018). Behavioral and mental health care policy and practice: A biopsychosocial perspective. New York: Routledge.

Class Activities

Listen to *Mentally Ill While Black*, a radio story that highlights some of the ways in which systemic racism impacts treatment and access in the U.S.

<https://www.wnyc.org/story/mentally-ill-while-black/>

California Medical Association. (nd.). Opinion Editorial “OP-ED”

Template. https://championprovider.ucsf.edu/sites/champion.ucsf.edu/files/2017-09-28%20Op-ed%20template_Revised.pdf

Week 9:

Current Issues in Mental Health Policy: Rights and Privacy

Module Learning Objective

- To identify and understand mental health policies related to rights and privacy
- To examine the contributing factors and consequences of these policies

Learning Resources & Materials

Dinerstein, R. D. (2016). The Olmstead imperative: The right to live in the community and beyond. *Inclusion*, 4(1), 16-20.

Bauer, M., Glenn, T., Monteith, S., Bauer, R., Whybrow, P. C., & Geddes, J. (2017). Ethical perspectives on recommending digital technology for patients with mental illness. *International journal of bipolar disorders*, 5(1), 1-14.

Peterson, H. L. (2017). Patient abuse and trauma: a policy analysis of the regulation of seclusion and restraint in mental health care. *Journal of policy practice*, 16(2), 187-204.

Week 10:

In-Depth Policy Analysis: Assisted Outpatient Treatment Laws as Example

Module Learning Objective

- To examine a mental health policy in-depth
- To apply a policy analysis framework to a mental health policy

Learning Resources & Materials

Meldrum, M. L., Kelly, E. L., Calderon, R., Brekke, J. S., & Braslow, J. T. (2016). Implementation status of assisted outpatient treatment programs: A National Survey. *Psychiatric Services*, 67(6), 630-635.

Leopardi, J. (2015-2016). NJ's Involuntary Outpatient Commitment Law poses civil liberties issues for people with mental illness. *Rutgers Law Record*, 43, 33-59. Retrieved from https://lawrecord.com/files/43_Rutgers_L_Rec_33.pdf

Treatment Advocacy Center. (2018). Mandatory Treatment Laws in New Jersey. <https://www.treatmentadvocacycenter.org/browse-by-state/new-jersey>
<https://www.treatmentadvocacycenter.org/grading-the-states/new-jersey>

Karger, H. J., & Stoesz, D. (2018). Chapter 3: Social welfare policy research. In H.J. Karger & D. Stoesz, *American social welfare policy* (8th ed.). New York: Pearson. **(Can be found in e-Reserves at Library)**

Class Activities

Watch *Mandatory Outpatient Mental Health Treatment as Crisis-Driven Law* video

Week 11: Current Issues in Mental Health Policy: Systems Transformation

Module Learning Objective

- To identify and understand mental health policy related to systems transformation
- To examine the contributing factors and consequences of these policies

Learning Resources & Materials

President's New Freedom Commission on Mental Health (2003). Achieving the promise: Transforming mental health care in America-

<https://www.sprc.org/sites/default/files/migrate/library/freedomcomm.pdf>

[Read the Executive Summary (look to middle of page for link) and Goal 1: *Americans understand that mental health is essential to overall health*. Note: Other parts of this report may also be a good resource for you]

Day, S. L. (2006). Issues in Medicaid policy and system transformation: Recommendations from the President's Commission. *Psychiatric Services*, 57(12), 1713-1718.

Tiderington, E., Stanhope, V., & Padgett, D.K. (2018). "How do we force six visits on a consumer?": Frontline dilemmas and strategies for person-centered care under Medicaid fee-for-service. *American Journal of Psychiatric Rehabilitation*, 21(1-2), 79-101.

Mental Health America. (2019). Position Statement 11: In Support Of Recovery-Based Systems Transformation. Available at <https://www.mhanational.org/issues/position-statement-11-support-recovery-based-systems-transformation>

Mental Health America. (2019). Position Statement 13: Integration Of Mental And General Health Care. Available at <https://www.mhanational.org/issues/position-statement-13-integration-mental-and-general-health-care>

Mental Health America. (2019). Position Statement 18: Cultural And Linguistic Competency In Mental Health Systems. Available at <https://www.mhanational.org/issues/position-statement-18-cultural-and-linguistic-competency-mental-health-systems>

Week 12: Current Issues in Mental Health Policy: Social Determinants of Mental Health

Module Learning Objective

- To identify and understand mental health policies related to social determinants of health
- To examine the contributing factors and consequences of these policies

Learning Resources & Materials

Silva, M., Loureiro, A., & Cardoso, G. (2016). Social determinants of mental health: a review of the evidence. *The European Journal of Psychiatry*, 30(4), 259-292.

Shim, R., Koplan, C., Langheim, F. J., Manseau, M. W., Powers, R. A., & Compton, M. T. (2014). The social determinants of mental health: An overview and call to action. *Psychiatric Annals*, 44(1), 22-26.

Karakus, M., Riley, J., & Goldman, H. (2017). Federal policies and programs to expand employment services among individuals with serious mental illnesses. *Administration and Policy in Mental Health*, 44, 339-344.

Mental Health America. (2019). Position Statement 31: Development Of Employment Services For Adults In Recovery From Mental Health And Substance Use Conditions. <https://www.mhanational.org/issues/position-statement-31-development-employment-services-adults-recovery-mental-health-and>

Mental Health America. (2019). Position Statement 38: Supportive Housing And Housing First. <https://www.mhanational.org/issues/position-statement-38-supportive-housing-and-housing-first>

******THANKSGIVING RECESS****** - NO CLASS

Week 13: Social Change & Policy Advocacy Skills

Module Learning Objective

- To review the various types of policy advocacy in social work practice and how social workers can act as policy change agents
- To practice doing policy advocacy remotely in both written and oral forms

Learning Resources & Materials

Lens, V. (2005). [Advocacy and argumentation in the public arena: A guide for social workers](#). *Social Work*, 50(3), 231-238.

Tongco, T. (2016). [How to Make Your Congressman Listen to You](#). Retrieved from attn.

Victor, D. (2016). [Here's Why You Should Call, Not Email, Your Legislators](#). *The New York Times*.

Community Tool Box. [review the sections below and explore the other sections in Chapter 33] *Chapter 33, Section 1 - Writing Letters to Elected Officials*. <https://ctb.ku.edu/en/table-of-contents/advocacy/direct-action/letters-to-elected-officials/main>

Chapter 33, Section 7 - Lobbying Decisionmakers. <https://ctb.ku.edu/en/table-of-contents/advocacy/direct-action/lobby-decisionmakers/main>

Week 14:
Policy Advocacy Practice Speeches

Module Learning Objective

- To convey to others the relevance and importance of a policy position
- To practice doing policy advocacy in oral form in-person

Learning Resources & Materials

Readings: **None Required**

Week 15:
Course Summary & Quiz 2

Module Learning Objective

- To apply understanding of course objectives to social work practice
- To re-assess own philosophical approach, policy skills and activities and determine strengths and limitations in these areas

Learning Resources & Materials

Readings: **None Required**

Mental Health Policy Analysis Grading Rubric

Criteria	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations	POINTS
<p>10 points possible</p> <p>Critically analyze the policy using the Karger & Stoesz model</p>	<p>0-4 points</p> <p>Does not provide a well-researched, well-supported critical analysis that clearly details the historical background of the policy, description of the problem that necessitated the policy, policy description, and policy analysis.</p>	<p>5-7 points</p> <p>Provides an analysis that details the historical background of the policy, description of the problem that necessitated the policy, policy description, and policy analysis but the analysis is somewhat lacking in clarity, support, or critical thought.</p> <p>The analysis is missing one or more key sections</p>	<p>8-10 points</p> <p>Provides a well-researched, well-supported critical and sophisticated analysis that clearly details the historical background of the policy, description of the problem that necessitated the policy, policy description, and policy analysis.</p>	<p>X/10</p>
<p>3 points possible</p> <p>CSWE Competency 3:1 – Describe how social welfare policies and structural forces can promote the well-being of, or oppress and marginalize, individuals, families, and communities in our society</p> <p>(The assessment of this competency will be based on section 5)</p>	<p>0-1 point</p> <p>Does not describe how social welfare policies and structural forces can promote the well-being of or oppress and marginalize individuals, families, and communities in our society.</p>	<p>2 points</p> <p>Demonstrates understanding of how social welfare policies and structural forces can promote the well-being of or oppress and marginalize individuals, families, and communities in our society, but does not provide a detailed discussion of the conceptual link between social welfare policies and structural forces and the well-being of individuals, families, and communities.</p>	<p>3 points</p> <p>Identifies and discusses how social welfare policies and structural forces can promote the well-being of or oppress and marginalize individuals, families, and communities in our society. Student provides a rich description of the connection between social welfare policy and structural forces and well-being of individuals, families, and communities, demonstrating clear and sophisticated analysis of the issues.</p>	<p>X/3</p>
<p>3 points possible</p> <p>CSWE Competency 5:1 – Discuss how social work with individuals, families, and communities can inform the policymaking process</p>	<p>0-1 point</p> <p>Does not discuss how social work with individuals, families, and communities can inform the policymaking process.</p>	<p>2 points</p> <p>Discusses how social work with individuals, families, and communities can inform the policymaking process, but does not discuss this connection in a detailed or critical manner.</p>	<p>3 points</p> <p>Identifies and describes how social work with individuals, families, and communities can inform the policymaking process. This discussion identifies and richly illustrates the relationship between social work and the policymaking process.</p>	<p>X/3</p>

(The assessment of this competency will be based on section 5)				
3 points possible Recommend a specific action based on the analysis and identify the appropriate policymaker to enact this action	0-1 point Does not recommend a specific action or identify an appropriate policymaker.	2 points Identifies one, but not both, the action and policymaker.	3 points Recommends a specific action and identifies an appropriate policymaker.	X/3
3 points possible Use a minimum of 15 quality sources of evidence to support the policy analysis and cite them appropriately	0-1 point Does not use any quality sources of evidence to support the policy analysis.	2 points Uses fewer than 15 sources of evidence to support the policy analysis. Few problems with citation	3 points Uses a minimum of 15 quality sources of evidence to support the policy analysis and cites them appropriately.	X/3
3 points possible Assignment turned in on time, with correct grammar, spelling, and structure	0-1 point Not turned in on time Major problems with grammar, spelling, mechanics, or structure	2 points Turned in on time Few problems with grammar, spelling, mechanics, or structure	3 points Turned in on time No errors in grammar, spelling, mechanics, or structure	x/3
TOTAL: 25 points possible				x/25