

**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](http://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 Social Work Policy Practice Essay 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 Social Work Policy Practice Essay 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”. 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 3 late arrivals or early departures will result in grade deductions. More than three absences may result in the failure of the class.

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%
- Social Work Policy Practice Essay 20%
- Mental Health Policy Analysis: 25%
- Advocacy Actions: 40%

### 1) Participation (15%)

Participation points will be awarded each week for active participation and engagement in all in-class assignments, exercises, and discussions. This includes participation and engagement in discussions facilitated by reading leadership groups on Weeks 6, 8, 10, & 12. Reading leadership groups for each week will be assigned in Canvas at the beginning of the semester. Before your assigned week, you will 1) meet with the other students in your group via Zoom or in-person; 2) develop a set of discussion questions based on readings for that week; 3) send proposed questions to Instructor at least 48 hours before the class session; and 4) come prepared to present readings (summarize in 5 minutes) and facilitate a discussion (15 minutes) with the class. You can use PowerPoint, a short video, or other resource materials to assist in the presentation of the topic/facilitation of the discussion. It is up to you and your classmates how to use the time.

**2) Social Work Policy Practice Essay (20%)** Students will demonstrate their knowledge of the fundamentals of social work policy practice by writing a short essay (2-3pages) based on the readings from Weeks 1 & 2. This essay should discuss 1) how social welfare policies and structural forces can promote the well-being of or oppress and marginalize individuals, families, and communities in our society; and 2) how social workers can inform the policymaking process. To receive full points, Weeks 1 & 2 readings should be utilized and properly cited throughout the essay to support the arguments made in this discussion. **The *Social Work Policy Practice Essay* should be uploaded to Canvas under the Social Work Policy Practice Essay assignment before the class meets on Week 3.** The grading rubric for this assignment can be found at the end of this syllabus.

### 3) Mental Health Policy Analysis (25%)

A mental health policy will be provided to students by the instructor in Week 7. Students are expected to familiarize themselves with this piece of state or federal 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 work together in small groups of their choosing (no more than 5 students to a group) or on their own** to critically analyze this policy and write a paper comprised of five sections.

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

- 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 (1-2 pages) should 1) recommend a specific policy action that is supported by the findings from the analysis and appropriate to where the policy is in the legislative process (i.e. should the policy be passed as-is, amended, or is there an alternative policy that could better address this social problem that policymakers should consider instead of the proposed policy?); and 2) identify one policymaker who has the power to enact the specific policy action(s) being recommended (e.g. if the bill is in committee, the committee chair and other committee members have the power to put the bill up for a full floor vote). The policymaker identified in this section will also be the target of the Advocacy Action assignment.

To support this analysis, a minimum of 15 course readings and/or outside sources should be utilized and cited. If the analysis is completed by a group of students, the group must also include a table in the paper that details how the work was equitably divided among group members. The *Mental Health Policy Analysis* **should be uploaded to Canvas under the Mental Health Policy Analysis assignment before the class meets on Week 13.** The grading rubric for this assignment can be found at the end of this syllabus.

#### **4) Advocacy Actions (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 work on their own to** 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 Actions 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://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**

**Julia Maxwell** is the social work librarian on the New Brunswick Campus; **Natalie Borisovets** is at Newark, Dana Library [natalieb@rutgers.edu](mailto:natalieb@rutgers.edu) 973-353-5909; **Katie Anderson** is at Camden, Robeson Library: [Katie.anderson@rutgers.edu](mailto: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 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> (Links to an external site.)

### **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> (Links to an external site.)

### **Additional Online Resources**

#### ***APA Style***

All students are expected to adhere to the citation style of the *Publication Manual of the American Psychological Association*, 7<sup>th</sup> edition (2020). It can be purchased at [APA Manual 9th 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. 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 [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." [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.” [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.” [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 (Patricia Findley at [pfindley@ssw.rutgers.edu](mailto:pfindley@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.*

### **XIII. 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>.

### **XIV. 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>.

### **XV. 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.

## **XVI. Course Outline**

### **Week 1:**

#### **Introduction to Mental Health Policy & Self-Assessment of Current Policy Practice**

#### **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 self-assess one's own policy practice and identify strengths and limitations in these areas

#### **Learning Resources & Materials**

Chapter 1 - Ritter, J.A. (2022) *Social work policy practice: Changing our community, nation, and the world*. (3<sup>rd</sup> ed.) Cognella Academic Publishing.

#### **In-Class Activities & Resources**

Complete Ritter Practice Activity 1.2 – Self-Assessment of Political Participation

Watch a clip from the film *Bedlam* - <https://bit.ly/3e7sLaj>

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](https://medium.com/@idha_nyc/open-letter-to-pbs-in-response-to-mental-health-documentary-bedlam-3c095843c0f)

Discuss the film *Bedlam* and the advocates' critiques of this film - *What is your personal reaction to this film and your views of the advocates' critiques? What do you agree with? What do you disagree with?*

### **Week 2:**

#### **Introduction to Policy Advocacy & Creating Policy Change**

#### **Module Learning Objective**

- To discuss how social welfare policies and structural forces can promote the well-being of or oppress and marginalize individuals, families, and communities in our society
- To identify various forms of social work policy practice

### **Learning Resources & Materials**

Chapters 5 & 6 - Ritter, J.A. (2022). *Social work policy practice: Changing our community, nation, and the world.* (3<sup>rd</sup> ed.) Cognella Academic Publishing.

### ***In-Class Activities & Resources***

Discussion Questions:

1. *How do policy and structural forces promote the well-being of or oppress and marginalize individuals, families, and communities in our society?*
2. *How can social work practitioners working with individuals, families, and/or communities inform the policymaking process?*

**Social Work Policy Practice Essay FINAL DRAFT**  
***DUE before class meets on Week 3***

<p><b>Week 3:</b> <b>Defining Mental Illness as a “Social Issue”</b></p>
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### **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.

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.

### ***In-Class Activities & Resources***

Watch the film *Healing Voices* - <https://bit.ly/3znTitM>

Discuss the film *Healing Voices* - How does this film compare/contrast with the film *Bedlam*? What principles of the recovery movement do you see represented in *Healing Voices*?

**Week 4:**

**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.

***In-Class Activities & Resources***

Complete *Mental Health Policy Timeline – up to ACA*

**Week 5:**

**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.

***In-Class Activities & Resources***

Complete *Mental Health Policy Timeline – ACA to now*

**Week 6:**

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

**Module Learning Objective**

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

## Learning Resources & Materials

Chapter 8 - Ritter, J.A. (2022). *Social work policy practice: Changing our community, nation, and the world.* (3<sup>rd</sup> ed.) Cognella Academic Publishing.

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).

<b>Week 7: Review of Current Mental Health Legislation</b>
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### Module Learning Objective

- To identify current 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* (8<sup>th</sup> ed.). New York: Pearson

### In-Class Activities & Resources

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.

Recent mental health bills introduced to the United States Congress can be found here - <https://www.congress.gov>. Use the search feature to locate bills from the current congressional session related to “mental health”.

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.”

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).

***Instructor will provide the bill to be analyzed for Mental Health Policy Analysis***

<b>Week 8:</b> <b>Current Issues in Mental Health Policy: Treatment and Access</b>
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**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.

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.

**In-Class Activities & Resources**

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/>

Practice writing an opinion editorial on the policy response to death of Daniel Prude using this template: 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](https://championprovider.ucsf.edu/sites/champion.ucsf.edu/files/2017-09-28%20Op-ed%20template_Revised.pdf)

<b>Week 9:</b> <b>Current Issues in Mental Health Policy: Disparities in Mental Health Care</b>
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**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.



<b>Week 10: Current Issues in Mental Health Policy: Rights and Privacy</b>
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**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.

**In-Class Activities & Resources**

Watch *Mandatory Outpatient Mental Health Treatment as Crisis-Driven Law* video - <https://www.youtube.com/watch?v=-zzF9bZTnow>

Read National Empowerment Center. (2022). Judi Chamberlin debates E. Fuller Torrey, MD on Involuntary Treatment. <http://power2u.org/debate/>

<b>Week 11: Using Mental Health Policy Analysis to Influence the Public Policy Agenda</b>
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**Module Learning Objective**

- To examine how mental health policy analysis can be used to influence the public policy agenda
- To review a model for policy analysis and practice analyzing a mental health policy currently under consideration by policymakers

**Learning Resources & Materials**

Karger, H. J., & Stoesz, D. (2018). Chapter 3: Social welfare policy research. In H.J. Karger & D. Stoesz, *American social welfare policy* (8<sup>th</sup> ed.). New York: Pearson.

Kingdon, J. W. (1993). How do issues get on public policy agendas? *Sociology and the public agenda*, 8(1), 40-53.

**In-Class Activities & Resources**

**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**

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.

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**

**Mental Health Policy Analysis FINAL DRAFT**  
***DUE before class meets on Week 13***

**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>

**Advocacy Letter DUE before the class meets on Week 14**

**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-person in oral form

**Learning Resources & Materials**

**Readings: None Required**

**Week 15:  
Course Summary**

**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**

**Social Work Policy Practice Essay Grading Rubric**

<b>Criteria</b>	<b>Fails to Meet Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>POINTS</b>
<p><b>10 points possible</b></p> <p><i>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</i></p> <p><i>(The assessment of this competency will be based on section 5)</i></p>	<p><b>0-2 points</b></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>Does not utilize Weeks 1 and 2 readings to support the arguments made regarding 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><b>3-5 points</b></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>Utilizes Weeks 1 and 2 readings to support the arguments made regarding 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><b>6-10 points</b></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>Utilizes and properly cites Weeks 1 and 2 readings throughout the essay to support the arguments made regarding 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><b>X/10</b></p>
<p><b>10 points possible</b></p> <p><i>CSWE Competency 5:1 – Discuss how social work with individuals, families, and communities can inform the policymaking process</i></p> <p><i>(The assessment of this competency will be based on section 5)</i></p>	<p><b>0-2 points</b></p> <p>Does not discuss how social work with individuals, families, and communities can inform the policymaking process.</p> <p>Does not utilize Weeks 1 and 2 readings to support the arguments made regarding how social work with individuals, families, and communities can inform the policymaking process.</p>	<p><b>3-5 points</b></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>Utilizes Weeks 1 and 2 readings to support the arguments made regarding how social work with individuals, families, and communities can inform the policymaking process.</p>	<p><b>6-10 points</b></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>Utilizes and properly cites Weeks 1 and 2 readings throughout the essay to support the arguments made regarding how social work with individuals, families, and communities can inform the policymaking process.</p>	<p><b>X/10</b></p>
<p><b>TOTAL: 20 points possible</b></p>				<p><b>x/20</b></p>

**Mental Health Policy Analysis Grading Rubric**

<b>Criteria</b>	<b>Fails to Meet Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>POINTS</b>
<p><b>15 points possible</b></p> <p><i>Critically analyze the policy using the Karger &amp; Stoesz model</i></p>	<p><b>0-4 points</b></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>The analysis is missing several key sections.</p>	<p><b>5-9 points</b></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><b>10-15 points</b></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><b>X/15</b></p>
<p><b>5 points possible</b></p> <p><i>Recommend a specific action based on the analysis and identify the appropriate policymaker to enact this action</i></p>	<p><b>0 points</b></p> <p>Does not recommend a specific action or identify an appropriate policymaker.</p>	<p><b>1-2 point</b></p> <p>Identifies one, but not both, the action and policymaker.</p>	<p><b>3-5 points</b></p> <p>Recommends a specific action and identifies an appropriate policymaker.</p>	<p><b>X/5</b></p>
<p><b>5 points possible</b></p> <p><i>Use a minimum of 15 quality sources of evidence to support the policy analysis and cites them appropriately</i></p> <p><i>Uses correct grammar, spelling, mechanics and structure</i></p>	<p><b>0 points</b></p> <p>Does not use any quality sources of evidence to support the policy analysis.</p> <p>Major problems with grammar, spelling, mechanics, or structure</p>	<p><b>1-2 points</b></p> <p>Uses fewer than 15 sources of evidence to support the policy analysis.</p> <p>Few problems with citation</p> <p>Few problems with grammar, spelling, mechanics, or structure</p>	<p><b>3-5 points</b></p> <p>Uses a minimum of 15 quality sources of evidence to support the policy analysis and cites them appropriately.</p> <p>No errors in grammar, spelling, mechanics, or structure</p>	<p><b>X/5</b></p>
<p><b>TOTAL: 25 points possible</b></p>				<p><b>x/25</b></p>

**Comments:**