

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

19:910:587

Semester:

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, racial, 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?

As students read through this syllabus, they should also remember to **closely review the School-Wide Syllabus** in Canvas or the Student Handbook to find information on the School of Social Work mission statement and learning goals, school-wide policies (including academic integrity policies and the standardized attendance policy), and student resources and supports.

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. 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 2022 CSWE competencies within its curriculum. The competencies assessed in this course include:

Enhanced Clinical Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Clinical social work practitioners are knowledgeable about many forms of diversity and difference (e.g., culture, age, health/mental health functioning, educational attainment, sexual orientation/gender identity socioeconomic status, race/ethnicity etc.) and how these components influence the therapeutic relationship and clients' presenting concerns. Clinical social workers understand how various dimensions of diversity affect explanations of health/mental health and well-being, as well as help-seeking behaviors. Practitioners in clinical social work value cultural strengths and recognize the importance of tailoring their engagement strategies, assessment tools, and interventions to meet the diverse needs of their clients. Practitioners in clinical social work monitor their biases, reflect on their own cultural beliefs, and use and apply knowledge of diverse populations and complex health/mental health delivery systems to enhance client well-being. Clinical social workers recognize the need to conceptualize cases using an intersectional perspective and to identify their clients' strengths and resiliencies, while learning to critically evaluate their own family history, privileges, and characteristics. In presenting case material, clinical social work practitioners integrate anti-oppressive stances and attend to clients' experiences of oppression and marginalization while also working to avoid undue pressure or use of power over clients. Practitioners in clinical social work:

- Demonstrate awareness of one's intersectionality and cultural background and how these factors may impact one's practice.
- Use clinical supervision to address personal and cultural biases and increase self-awareness.
- Apply the various models of clinical practice in ways that are culturally relevant to diverse and oppressed groups.
- Acknowledge the impact of client's intersectional issues—race/ethnicity, class, gender, sexual orientation, gender identity, ability status, immigration status, religion, and age—on clients' emotional and physical well-being.

Enhanced Clinical Competency 5: Engage in Policy Practice

Clinical social workers recognize how policies and laws can constrain or enhance individuals' life opportunities. Clinical social workers understand that policies and laws can create movement toward equal distribution of social and economic resources or can work against such equity. Clinical assessments include attention to the constraining or privileging aspects of local, state, federal and international policies and laws, and these assessments consider how each may impact their clients' well-being. Clinical social workers recognize how their work with individuals, families and communities must inform policymakers and legislators. Practitioners of clinical social work monitor policies and laws for their unintended consequences and for their equitability. Clinical social workers understand their role in implementing social policy and recognize their professional responsibility in advocating for policy reform. Practitioners in clinical social work:

- Identify policies/laws that impact client well-being, analyze their impact on client well-being, and advocate for change in policies/laws that harm clients.
- Attend to the unintended consequences of policies/laws and communicate with stakeholders, legislators, and policy-makers about the impact of such policies/laws as they evolve within agencies, communities, and in clients' lives.
- Engage in political action to inform legislators and policymakers of the ways in which unjust policies/laws affect marginalized and other populations whom they serve.

[Explore the entire set of 2022 CSWE competencies.](#)

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, racial, economic, and environmental justice

VI. 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](#)

VII. Attendance and Participation

Attendance

Please refer to the school-wide syllabus for the standard attendance policy for classes in on-the-ground (traditional) program, intensive weekend program (IWP), and asynchronous online program. ***For this course in particular***, students who miss more than one class, X. For students who miss more than two classes, X.

Given the nature of the Intensive Weekend program, students’ presence and active participation in class is critical to the learning experience. Students are expected to attend and be on time for all classes, both online and in person. Students who are ill should not come to class. All absences for illness or absence for any other unplanned emergency require notification of the Director of the IW program, and the Instructor before the class. When feasible, the instructor may make arrangements for accommodation and/or make up work. However, absence of 8 or more hours of class may require withdrawal and repeat of that class or credits.

Late Assignments

Late assignments will not be accepted, unless the student has made arrangements prior to the assignment due date. The instructor reserves the right to reduce the letter grade for late assignments.

VIII. Assignments and Grading

All assignments must follow APA format. The professor reserves the right to reduce the letter grade for any assignment that does not conform to APA format. 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/>

Assignment Value

- Participation/Asynchronous Activities: 15%
- Social Work Policy Practice Essay 20%
- Mental Health Policy Analysis: 25%
- Advocacy Action: 40%

1) Participation/Asynchronous Activities (15%)

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

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 first full weekend.** 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. 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 on Sunday, the week before the 2nd weekend.** 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 completed in class during the 2nd weekend.** 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 during the 2nd weekend.* 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>

IX. 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.

X. Course Outline

Module 1: Introduction to Mental Health Policy & Self-Assessment of Current Policy Practice
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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*. (3rd 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

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?*

Module 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*. (3rd 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

Module 3:

Defining Mental Illness as a “Social Issue”

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.

Shim, R. S. (2021). Dismantling structural racism in psychiatry: A path to mental health equity. *American Journal of Psychiatry*, 178(7), 592-598.

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*?

Module 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*

Module 5: History & Development of U.S. Mental Health Policy – ACA to now
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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*

Module 6: “Nothing About Us, Without Us”: How Consumer & Family Advocacy Has Shaped Contemporary Mental Health Policy
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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*. (3rd 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).

Module 7: Review of Current Mental Health Legislation
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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* (8th 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

Work on *Mental Health Policy Analysis – Section 3*

Module 8: 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.

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.

Lister, J.J., Weaver, A., Ellis, J.D., Himle, J.A., & Ledgerwood, D.M. (2020). A systematic review of rural-specific barriers to medication treatment for opioid use disorder in the United States. *The American Journal of Drug and Alcohol Abuse*, 46(3), 273-288.

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

Module 9: Current Issues in Mental Health Policy: Disparities in Mental Health Care
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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.

Module 10: Current Issues in Mental Health Policy: Rights and Privacy
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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.

Loeb, T. B., Ebor, M. T., Smith, A. M., Chin, D., Novacek, D. M., Hampton-Anderson, J. N., ... & Wyatt, G. E. (2021). How mental health professionals can address disparities in the context of the COVID-19 pandemic. *Traumatology*, 27(1), 60-69.

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/>

Module 11: Using Mental Health Policy Analysis to Influence the Public Policy Agenda

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* (8th 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

Work on *Mental Health Policy Analysis* – Sections 1, 2, 4 & 5

Module 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>

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

Module 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*

Module 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**

Module 15: Course Summary
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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

Criteria	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations	POINTS
10 points possible <i>Enhanced Clinical Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice</i> <i>The assessment of this competency will be based on section 1 of the assignment (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> <i>Enhanced MAP Competency 2: X</i> <i>The assessment of this competency will be based on X.</i>	0-2 points Does not define the social problem and identify the affected populations/groups. Does not describe the structural forces that underlie the social problem. Does not describe how the policy affects (positively or negatively) human rights or social, racial, economic, reproductive, and environmental justice. Does not discuss the potential unintended consequences of the policy. Does not use scholarly references to support arguments.	3-5 points Defines the social problem and identifies the affected populations/groups. Describes the structural forces that underlie the social problem. Describes how the policy affects (positively or negatively) human rights or social, racial, economic, reproductive, and environmental justice. Discusses the potential unintended consequences of the policy. Uses scholarly references to support arguments.	6-10 points Clearly defines the social problem and identifies the affected populations/groups. Thoroughly describes the structural forces that underlie the social problem. Describes in a nuanced and integrated manner how the policy affects (positively or negatively) human rights or social, racial, economic, reproductive, and environmental justice. Discusses in a nuanced manner the potential unintended consequences of the policy. Uses scholarly references in a clear and nuanced manner to support arguments.	X/10
10 points possible <i>Enhanced Clinical Competency 5: Engage in Policy Practice</i> <i>The assessment of this competency will be based on section 2 of the assignment (how social workers can inform the policymaking process.).</i>	0-2 points Does not discuss how social work training informs the legislation/policy making process. Does not clearly discuss whether the legislation/policy promotes the well-being of, or oppresses and marginalizes, individuals, families, and communities. Does not clearly articulate what the legislature should do to address the social issue or problem.	3-5 points Discusses how social work training informs the legislation/policy making process. Discusses whether the legislation/policy promotes the well-being of, or oppresses and marginalizes, individuals, families, and communities. Articulates what the legislature should do to address the social issue or problem.	6-10 points Clearly and thoroughly discusses how social work training informs the legislation/policy making process. Clearly and thoroughly discusses whether the legislation/policy promotes the well-being of, or oppresses and marginalizes, individuals, families, and communities. Clearly and thoroughly articulates what the legislature should do to address the social issue or problem.	X/10

Enhanced MAP Competency 5: X The assessment of this competency will be based on X.				
TOTAL: 20 points possible				x/20

Mental Health Policy Analysis Grading Rubric

Criteria	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations	POINTS
15 points possible <i>Critically analyze the policy using the Karger & Stoesz model</i>	0-4 points 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. The analysis is missing several key sections.	5-9 points 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.	10-15 points 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.	X/15
5 points possible <i>Recommend a specific action based on the analysis and identify the appropriate policymaker to enact this action</i>	0 points Does not recommend a specific action or identify an appropriate policymaker.	1-2 point Identifies one, but not both, the action and policymaker.	3-5 points Recommends a specific action and identifies an appropriate policymaker.	X/5
5 points possible <i>Use a minimum of 15 quality sources of evidence to support</i>	0 points Does not use any quality sources of evidence to support the policy analysis.	1-2 points Uses fewer than 15 sources of evidence to support the policy analysis.	3-5 points Uses a minimum of 15 quality sources of evidence to support the policy analysis and cites them appropriately.	X/5

<i>the policy analysis and cites them appropriately</i>	Major problems with grammar, spelling, mechanics, or structure	Few problems with citation	No errors in grammar, spelling, mechanics, or structure	
<i>Uses correct grammar, spelling, mechanics and structure</i>		Few problems with grammar, spelling, mechanics, or structure		
TOTAL: 25 points possible				x/25

Comments: