

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

Course Number: SW 323K Instructor: David L. Evans, MA
Unique Number: 61115 Room Number: SSW 2.112
Semester: Fall 2016 Phone: 512-694-2186
Meeting Time: Tuesdays and Thursdays 12:30-2:00
Office Hours: Tuesdays 12:00-12:30 (By Appointment)

Social Problems and Social Welfare Policy

University Course Flag Statements

- a. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.
- b. Independent Inquiry Flag courses are designed to engage you in the process of inquiry over the course of a semester, providing you with the opportunity for independent investigation of a question, problem, or project related to your major. You should therefore expect a substantial portion of your grade to come from the independent investigation and presentation of your own work.

I. Course Description

This course is the second course in the social policy curriculum area. Prerequisites include Government 310L and 312L (or their equivalents), an introductory economics course, and admission to the social work major. This course is designed to provide students with the ability to analyze contemporary social welfare policy issues and programs and to understand the relationship between social policy and social work practice. The course focuses on the historical, political, economic, and other social conditions that influence policy development in the United States. Specific policy areas that are discussed are those in which social workers play major roles: income maintenance (with a focus on social insurance and public assistance), health, mental health, child welfare, and aging. Policy issues and programs are addressed as they affect majority groups as well as populations at risk (e.g., children, people of color, people with disabilities, women, LGBTs) with a particular emphasis on social and economic justice. Students learn to use policy analysis tools in order to understand how policy influences practice and planning decisions and how social workers can influence social welfare policy.

Also, policies effecting quality of life for aging Americans will be examined. Students will learn to use policy analysis tools in order to understand how policy influences practice and planning decisions and how social workers can influence social welfare policy.

Specific contact points in Texas State Government and the U.S. Federal Government will be discussed and these will serve as a resource for the class and possible future employment.

II. Course Objectives

The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be optioned from your Student Handbook.

By the end of the course, the student will be able to:

1. Understand significant historical events and persons that influenced the field of social work and social welfare policy. (PB 25)
2. Analyze the connections between the history and contemporary structures of social policy. (PB 25)
3. Understand the impact of economics, politics, and social values on the identification of social problems and policy formation in the United States and the ways that issues of diversity (such as culture, class, gender, physical or mental ability, sexual orientation, and age) have been addressed. (PB 25)
4. Apply conceptual frameworks for analyzing the development of social welfare policy. (PB 25)
5. Define key concepts in social welfare policy (e.g., universal, residual, public assistance, social insurance, cash, in-kind). (PB 25)
6. Understand the major policies that form the foundation of social welfare policy in the U.S. (PB 25)
7. Apply relevant research frameworks for evaluating the effects of social welfare policy on national, state, and local populations and economically vulnerable subgroups. (PB 25)
8. Analyze the impact of social welfare policy in terms of social and economic justice and the promotion of social work values. (PB 25)
9. Discuss trends in comparative international social welfare policy. (PB 25)
10. Understand roles social workers play in the formation of social policy and the effects of social policies on social work practice. (PB 25 & PB 26)
11. Exercise policy advocacy skills at the legislative and organizational levels. (PB 26)

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EP 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

PB 25: Analyze, formulate, and advocate for policies that advance social well-being

Course objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10

Course assignments: Class exercises, policy analysis and action project (policy analysis brief, editorial or letter to a legislator, testimony)

PB 26: Collaborate with colleagues and clients for effective policy action

Course objectives: 10 and 11

Course assignments: Class exercises, policy analysis paper and book report.

III. Teaching Methods

Social workers need to be able to articulate ideas clearly and persuasively. To enhance the development of this skill, this course will require a high level of class participation by students. A variety of teaching methods will be used including weekly readings, instructor lectures, video presentations, small group discussions, and guest speakers on topics related to social welfare policy. I encourage your active participation in creating an exciting learning experience for all of us.

IV. Course Requirements and Recommended Texts

DiNitto, D. M., & Johnson, D. H. (2016) *Social Welfare: Politics and*
Boston: Pearson. 8th Edition

Public Policy.

Students will also be required to read one additional text from a list of Optional books, as well as several articles provided by the instructor.

Final grades for the course will be determined by the following:

Class Participation	10% (10 points)
Quizzes (4 Total)	40% (40 points)
Book Review	10% (10 points)
Policy Analysis Paper	30% (30 points)
Summary of Discussion	10% (10 points)

Note: There will be no mid-term or final exam given in this course.

Grading Scale

The final course grade will be based on the following scale:

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-

77.0 to 79.999 C+
74.0 to 76.999 C
70.0 to 73.999 C-
67.0 to 69.999 D+
64.0 to 66.999 D
60.0 to 63.999 D
Below 60 F

Course Evaluation:

At the end of the term students will have the opportunity to evaluate the course and the instructor using the official Course Instructor Survey of the School of Social Work at UT-Austin. Of course, constructive feedback on the class is welcome throughout the duration of the term.

V. Course Assignments

Criteria for Evaluating Student Learning:

Class Participation (10 points): All students begin with 10 points at the beginning of the semester. Students who miss more than three classes or who do not participate in discussions will lose 1 point per class (including portions of class).

Quizzes (40 points or 10 points each): Students will be given (4) quizzes throughout the semester. The quizzes will ask basic questions taken from the class lectures and readings, so it is important that students read each week's assigned readings before class. Quizzes will be administered on a random basis and may be given at any time during the semester. Students will be allowed to drop the lowest grade they receive (total score will be based on the 3 best quiz scores). No make-up quizzes will be given. All quiz answers can be found in the class required DiNitto text.

Book Review (10 points): Students will prepare a 3-4-page (double-spaced) book review, which the student will select from a list of books that will be distributed in class by the instructor.

Evaluation and grading of the book review assignment will be based upon how clearly you describe the content of the book and your thoughtful analysis of the book's main points. Reviews should also respond to the following questions:

What are the book's main points?

How effectively does the author address a particular aspect of poverty or social welfare policy? Defend your answer with specific references to the text.

In what ways does the book make an effective plea for a change in some social policy? Are you convinced?

Would you recommend this book to another social worker? Why/why not?

Policy Analysis Paper (30 points): Each of you will write a 9-12-page paper that reflects your analysis of an issue contained in a particular piece of state or federal legislation. The legislation should be related to a particular social policy referenced in your optional book.

Final in class summary (10 points)

Criteria for Evaluating Policy Brief

1. Completeness and thoroughness: How fully has the topic been addressed? Has it been sufficiently researched using scholarly references and other resources (e.g., databases), interviews, and other means (e.g., webinars, meeting attendance) to gain differing perspectives and full knowledge of the issue? Does the paper leave the reader with the impression that major questions have been considered, or are important issues left unaddressed? Has the paper or other product been carefully proofread?

2. Organization and clarity: Is the brief well written and logically organized? Are there appropriate transitions between sentences, paragraphs, and sections? Are the sentence structure, syntax, and grammar of appropriate quality? Have descriptive headings (and subheadings if needed) been used to improve organization? Are issues addressed in a way that someone unfamiliar with them as well as someone knowledgeable about them can understand?

3. Referencing: Are there a sufficient number of appropriate references, including at least 10 scholarly references? Has referencing been done according to the American Psychological Association or other appropriate referencing style? Are the references well integrated in the text? Are short direct quotations noted in quotation marks; are longer direct quotations indented, and are page numbers or paragraph numbers for non-paginated electronic sources indicated for all direct quotations? Are indirect quotes paraphrased sufficiently?

4. Originality and Creativity: Does the work demonstrate that different viewpoints have been considered, compared, and contrasted and that the writer has a thorough understanding of the issues? Has the student used his or her analytical skills in a way that suggests more than a restatement of what others have said about this issue? Has the student suggested points that others have not addressed? Is the work prepared in a way that will gain the interest and attention of the intended audience(s)?

VI. Class Policies

A. Policies Specific to This Course

1. Professional conduct: Your attendance, attention, and participation are expected for all class sessions. Daily attendance will be taken, and the policy on pop quizzes will be strictly applied. Class participation includes reading all assigned materials prior to the class session and actively engaging in class discussions and exercises. Lively class discussion is encouraged. Respectful communication is necessary to the learning environment. Please turn off cell phone ringers and refrain from texting and other non-class activities. Students are also expected to observe professional codes of conduct with regard to confidentiality, dress, language, and other matters and exercise good judgment while interacting with agencies, organizations, and other entities on assignments for this course.

2. Submitting assignments: (a) All papers should be word-processed and usually in 12- point font, with single-, 1.5-, or double-spacing, depending on the assignment, and with reasonable margins. (b) Submit all assignments in hard copy (do **not** submit them electronically unless asked to do so). (c) Assignment due dates are noted in the course calendar. **All** assignments are due at the start of the class period. Assignments submitted after the start of class will be considered late for that day unless **prior** arrangements have been made with the instructor. Except in the case of serious illness or emergency, **five points** will be deducted for each day an assignment is late (this includes weekend days). (d) The *Publication Manual of the American Psychological Association* (APA) is the style manual to be used unless another referencing style is more appropriate for the assignment. (e) Appropriate referencing of citations (authors, titles, page numbers, etc.) is required. This includes giving due credit to others when indirect quotes (paraphrasing) and direct (verbatim) quotes are used. Short direct quotes (less than 40 words) must be placed in quotation marks. Long direct quotes (40 or more words) must be indented. Paraphrasing requires more than changing a word or two in a sentence. Failure to give due credit to others will result in a **“0” for the assignment and/or an “F” for the course. Plagiarism is a form of scholastic dishonesty and will be addressed as such (see item 4 below). If you do not know how to cite appropriately, please learn before you submit any assignments.**

3. Scholastic Dishonesty: Scholastic dishonesty may result in a report to the Assistant Dean of Undergraduate Programs in the School of Social Work, the Dean of the School of Social Work, and/or Student Judicial Services. Students may receive an “F” for the course and other sanctions in accordance with University policies, including dismissal from the University. Also see item 4 on scholastic dishonesty under University Policies below.

4. Course modifications: Should any modifications or changes need to be made to the course (e.g., calendar, assignments), students will be notified in class and/or by e-mail. Students should check their e-mail frequently, and students who are absent from class should check on announcements made in class during their absence.

5. Use of Canvas: The course Canvas site will be used for various purposes (posting some documents, grades, etc.). Some course communication will also be done via e-mail. Also see item 7 on e-mail under University Policies below.

B. University Policies

1. THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

2. PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

3. UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at: <https://cmhc.utexas.edu/>

4. POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to

the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

5. POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>).

6. USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

7. DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>

8. RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

9. TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

10. **CAMPUS CARRY POLICY.** The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

11. **CLASSROOM CONFIDENTIALITY.** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

12. **USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS.** Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

13. **SAFETY.** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

14. **BEHAVIOR CONCERNS ADVICE LINE (BCAL).** If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

15. **EMERGENCY EVACUATION POLICY.** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

16. GRADING SCALE

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

VII. Course Schedule/Calendar

Assigned readings should be read by the date listed. Students should be prepared to discuss them in class on that date. Supplemental readings and current topic papers will be handed out in class.

<u>Date:</u>	<u>Discussion Topics:</u>	<u>Readings:</u> (DiNitto and Johnson)
Week 1		
August 25	*Course Overview *Review of the Syllabus *Why this Class: "Policy and Politics"	*Overview of the Text , DiNitto and Johnson, "Social Welfare, & Public Policy" Overview of class policies, readings and expectations
Week 2		
August 30		*Chapter One: Politics and policy making
September 1		Financing the welfare state
Week 3		
September 6		* Chapter Two: Analyzing social policy
September 8		Evaluation and Implementation

Week 4	
September 13	*Chapter Three: Early American History
September 15	Social Welfare expansion
Week 5	
September 20	*Chapter Four: Social Welfare expansion
September 22	Hunger housing and the poor
Week 6	
September 27	*Chapter Five Social Insurance
September 29	Social Security
Week 7	
October 4	*Chapter Six Disability and Civil Rights
October 6	Public Assistance and Disability
Book report due October 11	
Week 8	
October 11	*Chapter Seven: Mothers and Child Support
October 13	Enforcement and CSE effectiveness
Week 9	
October 18	*Chapter Eight: Healthcare and Insurance
October 20	Affordable Care Act
Week 10	
October 25	*Chapter Nine Preventing Poverty
October 27	Education and Employment

Week 11	
November 1	*Chapter Ten Social Services
November 3	Mental Health and Substance Abuse
Week 12	
November 8	* Chapter Eleven Equal Rights for Women
November 10	The era of LGBT Rights
Week 13	
November 15	*Chapter Twelve: Race and Ethnicity
November 17	Guest Presenter
Policy Paper Due November 29	
Week 14	
November 22	Video
November 24	Thanksgiving (No Class)
Week 15	
November 29	*Review
December 1	* Last Class
No final exam	“Summary of Discussion”

VIII. Assignment Instructions

Policy Analysis Paper: (Specific Guidelines & Scoring; see page 11)

Based on the optional text you choose to review, each of you will prepare an analysis of a particular policy.

Your policy analysis should be organized around the following framework:

- * What is the nature of the issue being targeted by the policy?
- * How is the issue being defined? (issue definition)
- * How has the policy been dealt with in the past? (historical analysis)
- * What are the values implicit in the policy? What are the state goals of the policy? Are there any differences between stated and unstated goals? Is there consensus about the Appropriateness of the goals among different groups? (social analysis)
- * What are the likely effects of the policy on the economy as a whole? Is the short-term cost more than the long-term cost? (economic analysis)
- * Who are the major stakeholders, the policy's supporters? Opponents? Which stakeholders appear most powerful and why? How would you characterize the political process? involved in creating the policy? (political analysis)
- * If the policy has historic roots, what are the outcomes of the policy in relation to the stated goals? If the policy is a new one, how will the policy outcomes be evaluated? (policy or program evaluation)

- * Based on your training as a social worker, do you think the policy is likely to decrease the impact of poverty for some segment of the population? If "no," what recommendations might you make around reform of the policy?

- * Closing summary.

Your policy analysis paper should also include a list of references that you cite in your paper; this list should include a variety of print, online, and/or interview references (15 references minimum).

Note:

A policy analysis should be a balanced critical evaluation of the policy issue or proposal, presenting accurately and fairly the position of the proponents and opponents. No matter how strongly you feel about the policy issue, you should present an analysis that is as objective as possible, that includes recommendations that are based on empirical evidence, and that embodies a well-considered philosophical and theoretical perspective. (N. Kelly)

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Please use the following guidelines for a Policy Analysis Paper

Title: Full title indicating the topic or issues that the paper is dealing with.

I. Introduction (Setting the stage: 2.5 Points)

- 1). The social policy or program that will be studied in this paper
- 2). The social problem(s) that the policy/program is intended to address
- 3). Significance of the problem to social policy and social welfare (Why is this an important issue that needs to be studied?; What issues frame the contemporary discussion of the problem?)
- 4). Organization of paper

II. The Causes, Scope and Implications of the Problem (7.5 Points)

What are the causes of (or socioeconomic, psychological, political and cultural factors influencing) the problem? How serious is the problem? What are the characteristics of the population most affected by the problem? Illustrate the extent of the problem using statistics or case examples. (A brief description or the historical background of the problem/program/policy may be provided).

III. Description and Analysis of Policies/ Programs (10 Points)

What are the current federal/state policies/programs that deal with this problem? What is their (political, social, and/or economic) rationale? Are they meeting the needs of the population group(s) most affected by the problem? That is how well do they work? Have they been implemented as planned? Are they cost-effective? What are anticipated versus unanticipated results? Strengths and weaknesses.

IV. Conclusion and Policy Recommendations (10 Points)

Based on your analysis and critique, state needed improvement in current policies and programs if you found them inadequate: What *goals* should be set to improve things? What policy strategies can achieve these goals? *Who* should take responsibility for improving things? What cost might be involved in your proposed strategy? Are they justified by the benefits to be realized? Are your recommendations implementable? What might go wrong with your solutions?

V. References (proper use of APA style):

APA style. (Article and books listed should be those that are actually cited in the paper). Popular magazines, tabloids, and books that are not of academic nature must not be used as reference source. Newspaper articles maybe cited only when the subject is brand new and academic research bases reference materials are nonexistent. Sources from the Internet may be cited (with proper citation, of course) when they are of academic and research –base nature. You are strongly encouraged to use the U.S. government publications available on the Internet. In some cases, the most recent government publications are available only through the Internet. (See attached list of on-line resources.)

Assignment Due:
instructions.

Class Syllabus also provides additional

IV. Bibliography

Armador, Xavier, Ph. D. (2000). "I am Not Sick I Don't Need Help! Helping the Seriously Mentally Ill Accept Treatment. A Practical Guide for Families and Therapists". Peconic, NY: Vida Press

Center of Mental Health Services, *Medical Necessity in Private Health Plans: Implications for Behavioral Health Care*. (Washington, DC: U.S. Department of Health and Human Services (DHHS), 2003).

Center of Mental Health Services, *The Provision of Mental Health Services in Managed Care Organizations*. (Washington, DC: U.S. Departments of Health and Human Services (DHHS), 2003).

Collins, Jim. (2001). "Good To Eat: Why Some Companies Make the Leap... and Other's Don't". New York, NY.: HarperCollins Publishers Inc.

Ellis, Rodney A. (2003). "Impacting Social Policy, A Practitioners Guide to Analysis And Action". Thompson, Brooks/Cole.

Evans, Katie and J. Michael Sullivan. (1990). "Dual Diagnosis: A Guide for Counselors And Case Managers." New York, NY: Guilford Publications, Inc.

Fawcett, B. Stephen, Ph. D. (2000). "Promoting Health for All." University of Kansas.

Haynes, S. Karen; Michelson, S. James (2003) 5th ed. "Affecting Change: Social Workers in the Political Arena." Allyn & Bacon

Nasar, Sylvia. (2001). "A Beautiful Mind: The Life of Mathematical Genius and Nobel Laureate John Nash." New York, NY.: Touchstone.

Mechanic, David. (1999). *Mental Health and Social Policy; The Emergence of Managed Care*. 4th edition. Allyn & Bacon.

Poppo & Leighninger. (2004). 3rd edition, "The Policy-Based Profession: An Introduction to Social Welfare Policy Analysis." Allyn & Bacon.

"Preventing Drug Use among Children and Adolescents" A Research Guides. U.S. Department of Health and Human Services. (2003). 2nd edition. NIH Pub No. 04-4212 (B). Publication.

Public Health, Strategic Planning Outline.

Rae, Ann; Wanda Nicholas-Wolosuk. (2003). "Changing Social Policy, an Incremental Approach." Allyn & Bacon.

Rosen, Laura Epstein and Xavier Francisco Amador. (1997). "When Someone You Love is Depressed: How to Help Your Loved One Without Losing Yourself." New York, NY.: Fireside.

XI. Online Policy and Other Sites

Administration on Aging: aoa.gov

Administration for Children and Families: acf.gov

Agency for Health Care Research and Quality : ahrq.gov
Bureau of Labor Statistics: bls.gov
Center on Budget and Policy Priorities: cbpp.org
Centers for Disease Control: cdc.gov
Center for Law and Social Policy: clasp.org
Center for Mental Health Services: mentalhealth.gov.
Center for Substance Abuse Prevention: samhsa.gov/csap
Center for Substance Abuse Treatment: samhsa.gov/csat
Children's Defense Fund: childrensdefence.org
Congressional Budget Office: cbo.gov
Department of Health and Human Services: hhs.gov
Executive Office of the President: whitehouse.gov
Food and Drug Administration: fda.gov
Health Care Financing Administration : hcfa.gov
Health Resources and Services Administration: hrsa.gov
Indian Health Services: HIS.GOV
Knowledge Exchange Network: hen@mentalhealth.org
Legislation (Current bills): <http://thomas.loc.gov/>
Legislation (previous laws): <http://thomas.loc.gov/home/bdquery/html>
Legislation (copies of historical laws): <http://lcweb2.loc.gov/const/mdbquery.html>
National Alliance for the Mentally Ill: nami.org
National Association of State Mental Health Program Directors: nashpd.org
National Center for Children in Poverty: <http://cpmcnet.columbia.edu/dept/nccp>
National Institute of Health: nih.gov
National Institute of Drug Abuse: nida.nih.gov/NIDAhome1.html
National Institute of Alcohol Abuse and Alcoholism: niaaa.nih.gov/
National Institute of Mental Health: nimh.nih.gov/home.cfm
Office of Managed Care: mentalhealth.org/cmhs/managed care
Office of National Drug Control Policy: (1) whitehousedrugpolicy.gov/ (2)
whitehousedrugpolicy.gov/policy/papers
Rand Drug Abuse Policy Research Center: rand.org/centers/dprc
Robert Wood Johnson Substance Abuse Policy Research Center:
Phs.bgsm.edu/sshp/rwj/rwj.htm
Substance Abuse and Mental Health Services Administration: samhsa.gov
Texas Department of Health: tdh.state.tx.us
Texas Department of Mental Health and Mental Retardation: tmhmr.state.tx.us
Texas Commission on Alcohol and Drug Abuse: tcada.state.tx.us
Texas Health and Human Services Commission: hhsc.state.tx.us
Texas Legislation On-line: <http://www.capitol.state.tx.us>
The Brookings Institution: brook.edu
The Electronic Policy Network: epn.org
The Urban Institute: urban.org
U.S. Census Bureau: census.gov
Welfare Information Network: welfareinfo.org