SCHOOL OF SOCIAL WORK
THE UNIVERSITY OF TEXAS AT AUSTIN
What Starts Here Changes the World

SW 392R
Health, Mental Health, and Substance Health Policy
Fall, 2010
August 26 – December 2, 2010
Unique Number 61775

King Davis, PhD., LMSW-ACP
Professor,
Robert Lee Sutherland Endowed Chair in Mental Health and Social Policy
Jina Jung, MSW, Teaching Assistant
<table>
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<tr>
<th>Course Number:</th>
<th>SW 392R</th>
<th>Instructor:</th>
<th>King Davis, Ph.D., LMSW-ACP</th>
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<td>Unique Number:</td>
<td>61775</td>
<td>Office:</td>
<td>3.106D School of Social Work</td>
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<td>Semester</td>
<td>Fall 2010</td>
<td>Telephone:</td>
<td>512-232.7117</td>
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<td></td>
<td>E-mail:</td>
<td><a href="mailto:king.davis@austin.utexas.edu">king.davis@austin.utexas.edu</a></td>
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<tr>
<td></td>
<td></td>
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<td><a href="mailto:hijina@mail.utexas.edu">hijina@mail.utexas.edu</a></td>
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<td>Office Hrs:</td>
<td>Thursday: 11:00 – 2:00 or by</td>
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<td>appointment</td>
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HEALTH, MENTAL HEALTH, AND SUBSTANCE HEALTH POLICY
SW 392R

I. **Course Description**

This course focuses on the process and analysis of social policy development, including identification, selection, implementation, and evaluation. The course will include advanced content on process, problems, and programs specific to the concentration areas in the MSSW program. By the end of the semester, students should be able to apply their knowledge of the social policy process to selected policy issues related to their area of concentration.

II. **Course Objectives**

At the completion of the course, each student must be able to demonstrate their ability to:

1. Critically evaluate the process and outcomes of social welfare policy development at state and federal levels;
2. Utilize multiple frameworks for analyzing social welfare policy;
3. Utilize multiple frameworks for evaluating and analyzing the effects of social welfare policy;
4. Analyze contemporary issues in the development and implementation of social welfare policy;
5. Critically evaluate selected policies in health, mental health, and substance abuse;
6. Apply the underlying causes of social problems to the design of social welfare policy with a special emphasis on the causes, consequences and relationships between poverty, race, ethnicity and disproportionately high rates of poor health, severe mental illness, and substance abuse;
7. Assess how the structure of current social welfare policies affects men, women,
and people of color, various ages, ethnic backgrounds, socioeconomic status, and physical and mental abilities;
8. Develop a plan for influencing social welfare policy as part of each social worker's commitment to promote social and economic justice.

III. Teaching Methods

The intent of the professor is to stimulate critical thinking, new ideas, alternative perspectives on critical policy issues, intellectual creativity, and sharing of knowledge and skills with and through the class. To reach these goals, a variety of teaching strategies (didactic, interactive, and collaborative) and tools (readings, exams, films, slides, field trips, online readings, news articles, debates) will be considered. The expectation is that in all assignments, class participation, presentations, and lectures that the professor and students will perform at her/his highest level and at a level commensurate with quality graduate study, teaching and scholarship. A major teaching strategy will be to identify (when possible), analyze, and focus on policies and programs that have demonstrated a measure of success in changing (reducing) the social problems that appear to have stimulated their development. The current national debate on health care offers a rare opportunity to observe and participate in the process of policy development.

IV. Required Text:

Popple, PR. And Leinhninger, L. (2011). The Policy-Based Profession: An introduction to social welfare policy analysis for social workers. 5th Edition. The text will be supplemented by the use of selected books made available by the professor for each student. Each student will choose one of these additional books that corresponds to their area of interest.

V. Evaluation and Grading:

In all assignments and in class participation, the expectation is that the professor and student will perform at his/her highest level, and at a level commensurate with quality graduate study and scholarship. There is an accompanying expectation that materials, books, articles will be read, discussed, and an effort made by the professor and student to incorporate ideas within the readings into current policy issues being discussed or debated in class. Readings should also be reflected in written assignments.

Due dates for the five assignments are provided. Any materials for grading that are turned in after the due dates will be accepted, but will be reduced by 5% per day of the total points actually earned on the assignment. Materials are due at the start of class.
The final grade for the course will be determined from your performance on five assignments that are designed to measure how well each student meets the course objectives:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mid-Term Exam (Take home)</td>
<td>35 Points</td>
<td>October 28</td>
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<tr>
<td>2. Policy Analysis Paper</td>
<td>30 Points</td>
<td>December 02</td>
</tr>
<tr>
<td>3. Policy Brief (3)</td>
<td>15 Points</td>
<td>TBA</td>
</tr>
<tr>
<td>4. Abstract – Final Class</td>
<td>10 Points</td>
<td>Dec 02</td>
</tr>
<tr>
<td>5. Class Discussion &amp; Participation</td>
<td>10 Points</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

**Final Grading:**

- A= 94-100% of course points
- A-= 90-93% of course points
- B+= 87-89% of course points
- B= 84-86% of course points
- B-= 80-83% of course points
- C+= 77-79% of course points
- C = 74-76% of course points
- C-= 70-73% of course points
- D+= 67-69% of course points
- D = 64-66% of course points
- F= 59% of course points

**Explanation of the Assignments:**

**1. Mid Term Exam:**

The exam will cover all classroom materials, discussion, and readings covered in the first half of the course (see the course outline for the content). Students will be expected to integrate and apply the concepts, ideas, readings, and discussion in their replies to the exam questions. The exam will focus on one or more current public laws/problem/issue and will require that students apply critical thinking to this public law/problem/issue. **Students are encouraged to discuss, debate, and review the exam questions and potential responses in small groups after the exam has been assigned.** However, the final write-up of the responses must reflect each person's own synthesis and understanding of the materials. **The exam will be given out to students on October 14, and is due no later than October 28. The exam responses must be typed (font size no smaller than 12 Times Roman). An electronic copy of your exam must also be sent to the professor.**

**2. Policy Focused Paper:**

The course paper is the student’s opportunity to extend their knowledge of a specific public policy in the area of their interest: health, mental health, chemical health, or integrated care. The expected maximum length of the paper is 25 pages. The focus of the paper must be in one of the areas of the
course and correspond [generally] to the following outline. In class, we will adjust the outline to fit your particular interests.

a. Introduction —
b. Statement of the Problem Addressed by the Policy —
c. Scope, Dimensions, History, and Current Data about the Problem —
d. Identification and Background of the Extant Policy — Its history —
e. Content/Descriptive/Critical Analysis of the Policy —
f. Review of the Literature — Could focus on the problem and policy
g. Recommendations for Change in the Policy —
h. Bibliography

3. Policy Brief — Examples will be provided in class. These are reviews of a specific policy issue that should not exceed 1-3 pages.

4. Abstract — Each student will have the opportunity to select and read a book of their choosing that corresponds to their area of interest. The books will be provided by the professor. At the end of the course, each student must provide an abstract of the book they have read. During the semester, each student will have an opportunity to share comments about the book they are reading with other students in the class. Examples of an abstract will be shared in class.

5. Participation — Each student is expected to participate in class discussions, small group meetings, telephone conversations with outside sources, or other verbal opportunities to explore issues related to policy.

VI. Course Policies:

- Attendance is mandatory. More than 1 absence will decrease course points by 5% each additional absence;
- Verbal participation in class is expected, encouraged, protected, and supported
- Reading of materials should be done prior to class
- The university honor code is to be used
- Assignments must be typed(double spaced)
- Be on time for each class and remain for the full class period
- Changes in the course schedule or assignments may be necessary
- Opinions expressed by all students will be heard and respected
- Offer and use feedback to strengthen skills
- Maintain professional standards at your placement
- Independent thinking, creativity and intellectual risk taking are encouraged
- Students with a disability who require reasonable accommodations to insure their participation should contact me ASAP.
- Late Papers: Any assignment that is turned in past the deadline will be
accepted but will be reduced by 5% per day.

- **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 also notify instructors regarding any safety concerns.

- **Instructor Evaluation**: Students will have two formal opportunities to evaluate the quality of instruction. Mid-way through the course students will be asked to provide an anonymous evaluation about the first half of the course and any suggestions for improving content, delivery, or discussion. The second evaluation will occur at the end of the course, utilizing the format provided by the University. At any time during the course, students should feel free to comment on the quality of the course and instruction and suggest changes that will increase their learning. These comments can either be made in class, by making an appointment to meet with the instructor, or via any other means selected by the student.

- **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.

- **Professional Conduct in Class**
  The professor expects students to act professionally 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. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

- **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://www.utexas.edu/depts/dos/sjs/).
- **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). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit [http://www.utexas.edu/diversity/ddce/ssd/](http://www.utexas.edu/diversity/ddce/ssd/).

*Note:* This course can be both exciting and immediately useful if you and I put forth our very best effort to gather, discuss, analyze and share information and knowledge about social problems and policy analysis. It is my intent to meet and exceed your expectations for quality teaching in this course. Thank you for taking this course and selecting me as your teacher.

King Davis
VII. COURSE CALENDAR

I. Introduction to the Course, Students & Professor [August 26; Sept 2]
   Defining Key Concepts and Terms:
   Policy Development Process [refresher]:
   Review of Vintage Policies -
   Alternative Policy Analysis Frameworks:
   Opportunities for Employment in Public Policy
   Handouts Provided
   Opportunity to Raise Questions about the Course

II. Health Care Policy - [September 9, 16 & 23]
   Health Care Problem
   History of Health Policy
   Alternative Health Policies
   Structure of the Health Care System
   Health Care Costs
   Workforce Issues
   Disparities
   International Policies
   Readings: See Blackboard Under Health Policy Readings

III. Mental Health Care Policy [September 30, October 7, & 21]
   Mental Health Care Problem
   History of Mental Health Policy
   Alternative Mental Health Policies
   Structure of the Mental Health Care System
   Mental Health Care Costs
   Workforce Issues
   Disparities
   International Policies
   Readings: See Blackboard Under MH Policy Readings; Text: 183-214

IV. Substance Health Policy [October 28, November 4, & 11]
   Substance Use Problem
   History of Substance Use Policy
   Alternative Substance Use Policies
   Structure of the Substance Use System
   Substance Use Care Costs
   Workforce Issues
   Disparities
   International Policies
   Readings: See Blackboard Under Substance Health Policy Readings; Text: 215-234
V. Integrated Care Policy [November 18]
VI. Summary – Final Class Meeting [December 2, 2010]

You should read an actual policy per week. A number of policies are housed by area [health, mental health, substance use] on the Blackboard site for the course. Contact me by email if the policies or reading becomes inaccessible. Class lectures, discussion and exercises will reference the content of many of these policies. For example:

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Text Reading</th>
<th>Policy Reading</th>
<th>Other Activity</th>
<th>Reports as Needed</th>
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<tr>
<td>Aug 26</td>
<td>Introduction</td>
<td>Scan</td>
<td>Handout</td>
<td>Book Selection</td>
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<td>Sept 02</td>
<td>Policy analysis</td>
<td>Chapters 1-3</td>
<td>See Chart</td>
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<td>Health Policy</td>
<td>Chapter 4</td>
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<td>Integrated Care Policy</td>
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<td>Substance Health Policy</td>
<td>Reports – Not Required Reading</td>
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<td>8 Breast Cancer Prevention &amp; Treatment Act PL 101-381</td>
<td>Involuntary Commitment</td>
<td>Harrison Tax Act 1917</td>
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VI. Search Engines

**Advocacy Inc.** advocacyinc.org

**Appleseeds:** Texas.appleseeds.net

**Austin Alliance for the Mentally Ill:** austin.nami.org/index.html

**Bazelon Center for Mental Health Law:** www.Bazelon.org

**Bureau of Primary Health Care:** bphc.hrsa.gov

**Capacity for Justice:** capacityforjustice.org

**Consumers Association of Austin:** tmhc.org

**Department of Health and Human Services:** hhs.gov
- Administration for children and families: acf.gov
- Administration on aging: aoa.gov
- Agency for health care research and quality: ahrq.gov
- Centers for disease control: cdc.gov
- Food and drug administration: fda.gov
- Health care financing administration: hcfa.gov
- Health resources and services administration: hrsa.gov
- Indian health services: ihs.gov

**Executive Office of the President:** whitehouse.gov
- Office of National Drug Control Policy:
  (1) whitehousedrugpolicy.gov/
  (2) whitehousedrugpolicy.gov/policy/papers

**Florida Mental Health Institute:** www.fmhi.usf.edu

**Hogg Foundation for Mental Health:** http://hogg1.lac.utexas.edu

**Institute for Law, Psychiatry and Public Policy:** www.ilppp.Virginia.edu

**Legislation (Current federal laws):** http://thomas.loc.gov/

**Legislation (previous federal laws):** http://thomas.loc.gov/home/bdquery.html

**Legislation (copies of historical laws):** http://lcweb2.loc.gov/const/mdbquery.html

**Mental Health Association:** http://www.mhatexas.org

**National Alliance for the Mentally Ill:** http://www.nami.org

**National Association of State Mental Health Program Directors:** nashpd.org

**National Institutes of Health:** nih.gov
National Institute on Alcohol Abuse and Alcoholism: niaaa.nih.gov/
National Institute of Mental Health: nihm.nih.gov/home.cfm

Rand Drug Abuse Policy Research Center: rand.org/centers/dprc
Robert Wood Johnson Substance Abuse Policy Research Center:
    phs.bgsu.edu/sshp/rwj/rwj.htm

Substance Abuse and Mental Health Services Administration: samhsa.gov
    Center for Mental Health Services: mentalhealth.gov
    Center for Substance Abuse Prevention: samhsa.gov/csap
    Center for Substance Abuse Treatment: samhsa.gov/csat
    Knowledge Exchange Network: ken@mentalhealth.org
    Office of Managed Care: mentalhealth.org/cmhs/managedcare

National Association of State Mental Health Program Directors: nashpd.org
National Association of State Substance Abuse and Alcohol Program
    Directors: www.nasad.org

New Mexico Human Services Department: www.state.nm.us/hsd/
Texas Alliance of the Mentally Ill
Texas Commission on Alcohol and Drug Abuse[DSHS Substance Abuse
    Services]: dshs.state.tx.us
Texas Department of Mental Health and Mental Retardation:
    www.dshs.state.tx.us
Texas Health and Human Services Commission: hhsc.state.tx.us
Texas Department of State Health Services: www.dshs.state.tx.us
Texas Mental Retardation Services: www.dads.state.tx.us

Search Engines for Polices
http://www.law.cornell.edu/uscoder/
http://www.druglibrary.org
http://thomas.loc.gov/
http://www4.law.cornell.edu/uscoder/
http://www.law.cornell.edu/
http://academic.lexisnexis.com/about.aspx
http://web2.westlaw.com/signon/default.wl?fi=_top&rs=WLW8.10&vr=2.0&bhcp=1
http://law.shu.edu/journals/lawreview/
http://indylaw.indiana.edu/ilr/
http://docs.law.gwu.edu/stdg/gwlrl/
http://law.udayton.edu/LawReview/Events_01.asp
http://www.law.nyu.edu/journals/lawreview/index.htm
http://www.harvardlawreview.org/
http://www.worldcat.org/issn/0549-7434
http://www.law.howard.edu/229
http://public.resource.org/index.html
http://www.colorado.edu/law/lawreview/
http://www.getdoc.com
www.whitehousedrugpolicy.gov
VI. Policy Analysis Reference List [good for course papers]


