

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

Course Number: SW323K                      Instructor: David L. Evans, MA  
Unique Number: 61630                      Room Number: SSW 2.122  
Semester: Fall 2011                      Phone: 512-694-2186  
Meeting Time: Mondays and Wednesdays: 11:00 a.m. – 12:30 p.m.  
Office Hours: Mondays: 12:30 p.m. – 1:00 p.m. (By Appointment)

Social Problems and Social Welfare Policy

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, GBLTs) 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

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

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 sub-groups; **(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 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 and PB 26)**
11. Exercise policy advocacy skills at the legislative and organizational levels. **(PB 26)**

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.

**EP2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

PB25 Analyze, formulate, and advocate for policies that advance social well-being

Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10

Assignment: Rational Policy Analyses

PB26 Collaborate with colleagues and clients for effective policy action

Objectives 10 and 11

Assignment: Book Review

### 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. Required and Recommended Texts

DiNitto, D. (2011). *Social Welfare: Politics and Public Policy*, (7th ed.). Boston, MA: Allyn and Bacon.

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.

## V. Course Requirements

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.

Grades: Grades will be determined as follows:

### **UNDERGRADUATE GRADING SCALE**

100 - 94 = A
93 - 90 = A-
89 - 87 = B+
86 - 84 = B
83 - 80 = B-
79 - 77 = C+
76 - 74 = C
73 - 70 = C- (Class failed/no credit: 73 and below)
69 - 67 = D+
66 - 64 = D
63 - 60 = D-
59 and below = 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.

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 9-11 page paper (double-spaced, using 1.5 spacing) 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.

Your analysis paper will be evaluated according to the following criteria:

Completeness of overall analysis (e.g. did you cover all the relevant questions?)

Appropriate balance and tone of presentation (i.e., are you presenting both sides fairly?)

Level of research and use of appropriate sources (sufficiently broad scope of research)

Writing skill (including grammar, syntax, and overall flow of argument)

Clear closing summary

See section VIII for further assignment instructions

## VI. Class Policies

Class Attendance: Because this is an upper-level course, much of your learning will be generated by interactions with one another. In order to enhance our mutual learning, I expect that each of you will come to class regularly, asking questions, responding to one another's presentations, and participating thoughtfully in class discussions and exercises. Students who miss more than three classes throughout the semester can expect to receive fewer points for class participation.

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.

Documentation Style: All papers must be typed (or printed on a jet printer) and double-spaced. Do proof for spelling and grammatical errors before turning them in; these types of errors are distracting and often make it more difficult for me to follow the development of your ideas. No paper will receive an "A" with multiple spelling and grammatical errors, regardless of the quality of ideas presented.

Late Assignments: Please do not ask to turn in assignments late unless you are ill. If you are ill and cannot turn in an assignment on time, please call me at my office and leave a message, including a phone number where you can be reached. Unless excused by illness, assignments turned in late will be docked 5% of the possible total points each day that the assignment is late.

Accommodations for Students with Disabilities: The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259 (TTY 471-4641). Please notify me of any special accommodations that you may need prior to the end of the second week of class.

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, an examination, a work assignment, or a 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.

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 to keep the university informed about changes to their 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>.

Scholastic Honesty: Students who violate the 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 honesty will be strictly enforced. For further information, the student may refer to the website of Student Judicial Services, Office of the Dean of Students (<http://www.utexas.edu/depts/dos/sjs>).

Student 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 to adhere to policies and practice related to agency and/or community safety. Students should notify the instructor regarding any safety concerns.

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 among 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>.

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 of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered 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're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

## VII. Course Schedule

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>
Aug. 24	Course Overview, Expectations	Syllabus
Aug. 29	Policy and Politics	Handout articles
Aug. 31	Book Overview, 25 Programs	Federal/State
Sept. 5	Labor Day	No class
Sept. 7	Guest Lecturer	Chap. 1: Methods; Texas
Sept. 12	Policy Implementation	Chap. 2: Change Management

Sept. 14	Policy Evaluation	Handouts
Sept. 19	Social Welfare; History	Chap. 3: Social Security Act
Sept. 21	Risk; Public/Private	Privatization
Sept. 26	Definition of Poverty	Chap. 4: Ending Poverty
Sept. 28	Homelessness, Guest Lecturer	Food Stamps; handouts
Oct. 3	Social Security, Guest Lecturer	Chap. 5: Social Insurance
Oct. 5	Unemployment	Intergenerational Issues
Oct. 10	SSI; ADA	Chap. 6: Public Assistance
<b>Oct. 12: BOOK REPORT DUE</b>		
Oct. 12	Video	Disability Policy
Oct. 17	CPS; Child Support	Chap. 7: Family Law; handouts
Oct. 19	Working Poor	TANF, Texas HHS Commission
Oct. 24	Health Care	Chap. 8: Medicaid
Oct. 26	Health and Wellness	Health Analytics; Health Information Exchange
Oct. 31	Prevention, Guest Lecturer	Chap. 9: Public Education
Nov. 2	Policy Paper Review	Small group activity
Nov. 7	Older Americans	Chap. 10: Social Services
Nov. 9	Mental Health Video	Treatment and Civil Rights
Nov. 14	Disparities	Chap. 11: Diversity
Nov. 16	Challenges of a Diverse Society	Guest Lecturer; handouts
Nov. 21	Civil Rights Act	Chap. 12: Race; Ethnicity
Nov. 23	Immigration	Fair Housing; handouts
<b>Nov. 28: POLICY PAPER DUE AT START OF CLASS</b>		
Nov. 28	Careers in Policy	Discussion

## VIII. Assignment Instructions

Policy Analysis Paper: (Specific Guidelines & Scoring: See page 9.)

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)*



## Social Welfare Policy and Programs SW 323k

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 the anticipated versus unanticipated results of the policies/programs? What are their 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 sources. 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 an academic and research-based 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 online resources.)

**Assignment Due:** Class Syllabus also provides additional instructions.

### **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.
- DiNitto, M. Diana. (2004) 6<sup>th</sup> ed. *Social Welfare, Policies and Public Practice.*" Allyn & Bacon.
- 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) 5<sup>th</sup> 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.* 4<sup>th</sup> edition. Allyn & Bacon.
- Poppo & Leighninger. (2004). 3<sup>rd</sup> 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). 2<sup>nd</sup> 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](http://aoa.gov)  
 Administration for Children and Families: [acf.gov](http://acf.gov)  
 Agency for Health Care Research and Quality : [ahrq.gov](http://ahrq.gov)  
 Bureau of Labor Statistics: [bls.gov](http://bls.gov)  
 Center on Budget and Policy Priorities: [cbpp.org](http://cbpp.org)  
 Centers for Disease Control: [cdc.gov](http://cdc.gov)  
 Center for Law and Social Policy: [clasp.org](http://clasp.org)  
 Center for Mental Health Services: [mentalhealth.gov](http://mentalhealth.gov).  
 Center for Substance Abuse Prevention: [samhsa.gov/csap](http://samhsa.gov/csap)  
 Center for Substance Abuse Treatment: [samhsa.gov/csat](http://samhsa.gov/csat)  
 Children's Defense Fund: [childrensdefence.org](http://childrensdefence.org)  
 Congressional Budget Office: [cbo.gov](http://cbo.gov)

Department of Health and Human Services: [hhs.gov](http://hhs.gov)  
 Executive Office of the President: [whitehouse.gov](http://whitehouse.gov)  
 Food and Drug Administration: [fda.gov](http://fda.gov)  
 Health Care Financing Administration : [hcfa.gov](http://hcfa.gov)  
 Health Resources and Services Administration: [hrsa.gov](http://hrsa.gov)  
 Indian Health Services: [HIS.GOV](http://HIS.GOV)  
 Knowledge Exchange Network: [hen@mentalhealth.org](mailto: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](http://nami.org)  
 National Association of State Mental Health Program Directors: [nashpd.org](http://nashpd.org)  
 National Center for Children in Poverty: <http://cpmcnet.columbia.edu/dept/nccp>  
 National Institute of Health: [nih.gov](http://nih.gov)  
 National Institute of Drug Abuse: [nida.nih.gov/NIDAhome1.html](http://nida.nih.gov/NIDAhome1.html)  
 National Institute of Alcohol Abuse and Alcoholism: [niaaa.nih.gov/](http://niaaa.nih.gov/)  
 National Institute of Mental Health: [nimh.nih.gov/home.cfm](http://nimh.nih.gov/home.cfm)  
 Office of Managed Care: [mentalhealth.org/cmhs/managedcare](http://mentalhealth.org/cmhs/managedcare)  
 Office of National Drug Control Policy: (1) [whitehousedrugpolicy.gov/](http://whitehousedrugpolicy.gov/)  
 (2) [whitehousedrugpolicy.gov/policy/papers](http://whitehousedrugpolicy.gov/policy/papers)  
 Rand Drug Abuse Policy Research Center: [rand.org/centers/dprc](http://rand.org/centers/dprc)  
 Robert Wood Johnson Substance Abuse Policy Research Center:  
[Phs.bgsm.edu/sshp/rwj/rwj.htm](http://Phs.bgsm.edu/sshp/rwj/rwj.htm)  
 Substance Abuse and Mental Health Services Administration: [samhsa.gov](http://samhsa.gov)  
 Texas Department of Health: [tdh.state.tx.us](http://tdh.state.tx.us)  
 Texas Department of Mental Health and Mental Retardation: [tmhmr.state.tx.us](http://tmhmr.state.tx.us)  
 Texas Commission on Alcohol and Drug Abuse: [tcada.state.tx.us](http://tcada.state.tx.us)  
 Texas Health and Human Services Commission: [hhsc.state.tx.us](http://hhsc.state.tx.us)  
 Texas Legislation On-line: <http://www.capitol.state.tx.us>  
 The Brookings Institution: [brook.edu](http://brook.edu)  
 The Electronic Policy Network: [epn.org](http://epn.org)  
 The Urban Institute: [urban.org](http://urban.org)  
 U.S. Census Bureau: [census.gov](http://census.gov)  
 Welfare Information Network: [welfareinfo.org](http://welfareinfo.org)

## **X. Online Policy Sites**

For a list of links to many policy-related sites: [www.newyorkwired.com/sspolicy.htm](http://www.newyorkwired.com/sspolicy.htm)

Department of Health and Human Services: [hhs.gov](http://hhs.gov)  
 Administration for Children and Families: [acf.gov](http://acf.gov)  
 Administration on Aging: [aoa.gov](http://aoa.gov)  
 Agency for Health Care Research and Quality: [ahrq.gov](http://ahrq.gov)  
 Centers for Disease Control: [cdc.gov](http://cdc.gov)  
 Centers for Medicare and Medicaid Services: [cms.hhs.gov](http://cms.hhs.gov)  
 Food and Drug Administration: [fda.gov](http://fda.gov)  
 Health Resources and Services Administration: [hrsa.gov](http://hrsa.gov)  
 Indian Health Services: [his.gov](http://his.gov)  
 Executive Office of the President: [whitehouse.gov](http://whitehouse.gov)  
 Families USA: The Voice for Health Care Consumers (good resource for Medicaid Information):  
[familiesusa.org](http://familiesusa.org)  
 Future of Children (good research on child welfare and health): [futureofchildren.org](http://futureofchildren.org)  
 Office of National Drug Control Policy: (1) [whitehousedrugpolicy.gov/](http://whitehousedrugpolicy.gov/) (2)  
[whitehousedrugpolicy.gov/policy/papers](http://whitehousedrugpolicy.gov/policy/papers)  
 Legislation (Current bills): <http://thomas.loc.gov/>  
 Legislation (previous laws): <http://thomas.loc.gov/home/bdquery.html>  
 National Alliance for the Mentally Ill: [nih.gov](http://nih.gov)

National Institutes of Health: nih.gov  
National Institute of Drug Abuse: nida.nih.gov/NIDAhome1.html  
National Institute on Alcohol Abuse and Alcoholism: niaaa.nih.gov  
National Institute of Mental Health: nimh.nih.gov/home.cfm  
President's New Freedom Commission on Mental Health: mentalhealthcommission.gov/  
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](mailto:ken@mentalhealth.org)  
Office of Managed Care: mentalhealth.org/cmhm/managedcare  
National Association of State Mental Health Program Directors: nashpd.org  
National Mental Health Association: nmha.org  
National Mental Health Information Center: The Center for Mental Health Services:  
mentalhealth.org/cmhs/ManagedCare/resource  
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 Department of Health: tdh.state.tx.us