

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
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Unique Number 61980

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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; (PB 25)
2. Utilize multiple frameworks for analyzing social welfare policy; (PB25)
3. Utilize multiple frameworks for evaluating and analyzing the effects of social welfare policy; (PB 25)
4. Analyze contemporary issues in the development and implementation of social welfare policy; (PB 25)
5. Critically evaluate selected policies in health, mental health, and substance abuse; (PB 25)
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; (PB 25 & PB 26)
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; (PB 25)
8. Develop a plan for influencing social welfare policy as part of each social

worker's commitment to promote social and economic justice. (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 obtained 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- 7

Assignment: Policy Analysis Paper and Policy Brief

PB26 Collaborate with colleagues and clients for effective policy action

Objectives 6 and 8

Assignment: PPACA Analysis and Presentation

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, case scenario) 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 most recent policies in health (Patient Protection Affordable Care Act), mental health (Mental Health Parity and Addiction Equity Act of 2008), and substance health (Draft of Prescription Drug Abuse Prevention and Treatment Act) will be discussed during the semester. If available, guest speakers will be invited to discuss, via telephone connections,

contemporary social issues and policies.

IV. Readings:

- **No textbook is required for the class; however, recommend readings are available on Blackboard.**
- **Patient Protection Affordable Health Care Act – copies supplied**
- **Mental Health Parity and Addiction Equity Act of 2008**
- **Prescription Drug Abuse Prevention and Treatment Act [draft]**
- **Reading an actual policy per week that corresponds to your area of interest is required. 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.**

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. All assignments should be typed in double spaced (No smaller than 12 Times New Roman) and follow the APA format.

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. You will submit a hard copy of each assignment at the start of class as well as an electronic copy via e-mail prior to 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:

<u>Assignments</u>	<u>Points</u>	<u>Date Due</u>
1. Policy Analysis Paper	30 points	Dec 1/11
2. Small group PPACA analysis paper & Presentation	30 points	Nov 17/11
3. Policy Brief (3)	30 points	As scheduled

4. Class Discussion & Participation	10 points	Ongoing
Final Grading:		
A= 94-100% of course points	C+= 77-79% of course points	
A-=90- 93% of course points	C = 74-76% of course points	
B+=87-89% of course points	C-= 70-73% of course points	
B= 84-86 % of course points	D+= 67-69% of course points	
B-=80-83% of course points	D = 64-66% of course points	
	F= 59% of course points	
Explanation of the Assignments:		
1. <u>Policy Analysis Paper: 30 Points</u>		
The course paper is the student's opportunity to extend their knowledge of a specific public policy in the area of their interest: health (other than PPACA), 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.		
<ol style="list-style-type: none"> a. Introduction – (Why did you select this policy?) Policy Title/Name b. Statement of the Problem(s) Addressed by the Policy c. Scope, Dimensions, History, and Current Data about the Problem d. Identification and Background of the Policy and History – Prior Policies e. Review of the Literature – Could focus on the problem and policy/Should include an example of quantitative or qualitative methods f. Content [Descriptive] Analysis of the Policy Using any Method of Your Choice g. Critical Analysis of the Policy – <ol style="list-style-type: none"> (1) What are the strengths and weakness of the policy? (2) Any development or implementation issues? (3) Any unexpected outcomes? (4) How does the policy address social justice issues, i.e. Does this policy fairly apply to the public regardless of gender, ethnicity, poverty, age, disabilities, or sexual orientation? (5) Recommendations for Change/Improvement in the Policy (6) Bibliography 		
2. <u>Small Group PPACA Analysis Presentation [Written Report] – 30 Points</u>		
Class will be divided into three groups. Each student group will develop an analysis of assigned sections of PPACA and present their outcomes and group work process of completing the assignment in the class. The group will turn in their presentation for grading. Each group is responsible for sharing work among all group members to complete the assignment.		

The outline for the presentation and written report is:

- a. Statement of the problem that is being addressed in policy
- b. Content/Descriptive analysis of the assigned sections – identify key themes, provisions, rules, guides, benefits, etc.
- c. Implication of policy for people with health, mental health and/or substance abuse issues –
 - (1) Who receives benefits from this policy?
 - (2) Are any populations harmed potentially?
 - (3) Are there groups that are left out of this policy that should be included?
 - (4) How does this policy apply to people with health, mental health or substance abuse issues [each group must be addressed]?
- d. **Critical analysis** –
 - (1) What funding is involved?
 - (2) What are the strengths and weaknesses of the policy?
 - (3) Are there legal challenges to the policy or parts of it?
 - (4) What groups support vs. oppose the policy or this segment?
 - (5) What is the basis of this support and opposition?
 - (6) Are there studies that support the rationale by either side?
- e. **Recommendations** – What is your group’s suggestion(s) to improve the policy, resolve the initial problem, or reduce the disagreement between groups over the policy?
- f. **Bibliography**

Each group will have one hour to present their analysis in class.

3. Policy Brief – 30 Points

Students will write one policy brief in each Health, Mental Health, and Substance Health area (total of three policy briefs). Each policy brief will include an executive summary, an identified issue, a critical analysis of current policy options, recommendation and appendices. Guidelines and examples for writing a policy brief are available on the Blackboard. These are reviews of a specific policy issue that should not exceed 1-3 pages (double spaced). The first brief is worth 5 points, the second 10 points, and the third 15 points.

4. Participation – 10 Points

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 even in those instances where opinions differ. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism in all situations.

- **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/>.

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 25; Sept 1]

Defining Key Concepts and Terms:

Knowledge of Policy [refresher]:

Review of Vintage Policies -

Alternative Policy Analysis Frameworks:

Opportunities for Employment in Public Policy

Opportunity to Raise Questions about the Course

Conceptualizing Integrated Care as the Future Direction of Policy

II. Health Care Policy - [September 8,15, 22 & 29]

Health Care Problem – US and other Nations

History of Health Policy

Alternative Health Policies – US and other Nations

Structure of the Health Care System

Health Care Costs

Workforce Issues

Disparities

Readings: See Blackboard Under Health Policy Readings

III. Mental Health Care Policy [October 6, 13 & 20]

Mental Health Care Problem – US and other Nations

History of Mental Health Policy

Alternative Mental Health Policies – US and other Nations

Structure of the Mental Health Care System

Mental Health Care Costs

Workforce Issues

Disparities

Readings: See Blackboard Under MH Policy Readings

IV. Substance Health Policy [October 27, November 3 & 10]

Substance Use Problem – US and other Nations

History of Substance Use Policy

Alternative Substance Use Policies – US and other Nations

Structure of the Substance Use System

Substance Use Care Costs

Workforce Issues

Disparities

Readings: See Blackboard Under Substance Health Policy Readings

V. Integrated Care Policy [November 17, December 1]

VI. Summary – Final Class Meeting [December 1, 2011]

Schedule

Date	Topic	Class activity	Readings	Policy Readings	Assignments due
Aug 25	Introduction	Policy Questionnaire			
Sept 01	Policy analysis		See Blackboard	See chart below	
Sept 08	Health Policy	Discussion			
Sept 15					
Sept 22					
Sept 29	Guest Presentation				Health Policy Brief
Oct 06	Mental Health Policy	Discussion			
Oct 13					
Oct 20					MH Policy Brief
Oct 27	Substance Policy	Discussion			
Nov 03					
Nov 10					SA Policy Brief
Nov 17	Integrated Care Policy	Group Presentations			PPACA analysis paper
Nov 24	Holiday				
Dec 01	Summary	Policy Questionnaire			Policy analysis paper

Key Public Policies [read 1 per week]			
Health Policy	Mental Health Policy	Substance Health Policy	Reports – <u>Not Required Reading</u>
1. Affordable Health Care Act of 2010	Wellstone – Domenici Parity Act 2008 HR 6983/S558	Prescription Drug Abuse Prevention and Treatment Act of 2011	Mortality Rates of Persons with Mental Illness, NASHPD 2006
2. Native American Health Act HR 1328	Americans with Disabilities Act [PL100-336]	Fairness in Sentencing Act HR 3245 2009	New Freedom Commission Report 2003
3 Medicare, Part D. 2003 [PL 89-97][PL 108-173	Stewart B. McKinney Homeless Assistance Act [PL 100-77]	Methadone Treatment Act 2009	Code Red – Critical Case for Health Care in Texas
4 Health [HMO] Maintenance Act 1973 [PL 93-222]	Garrett Smith Act PL 108-355	Drug Addiction Treatment Amendments 2005	African American Mortality Report
5. Ryan White Act PL 101-381	Protection and Advocacy for Mentally Ill Act [PL 99-319]	Drug Abuse Treatment Act of 2000	Poverty Report by Braveman
6. Health Insurance Portability and Accountability Act [PL 104-191]	Mental Retardation & Community Mental Health Act 1963 [PL 88-164]	Boggs Act 1951 PL 82-255	MH US, 2008 if available
7. SCHIP Title XXI Social Security Act	Insanity Defense [Texas]	Controlled Substances Act 1970 [PL 91-513]	

8 Breast Cancer Prevention & Treatment Act PL 101-381	Involuntary Commitment- State statued	Harrison Tax Act 1917	
09. Medicaid, 1915 B. Waiver [PL 89-97] Title 19 Social Security Act	Mental Health Study Act 1955 PL 182-84	Opium Prohibition Act 1909	
10. Employees Retirement Insurance Security Assistance Act [PL 105-33]	Civil Rights of Institutionalized Persons Act CRIPA [PL 96-416] 1980	Pure Food and Drug Act 1906	
		Marijuana Act of 1937	

VI. Search Engines

Advocacy Inc. advocacyinc.org

Appleseeds: Texas.appleseeds.net

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

Bazon Center for Mental Health Law: www. **Bazon.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 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
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/csac
 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/uscode/>
www.druglibrary.org
<http://bulk.resource.org/gao.gov/93-406/00007DE0.pdf>
<http://bulk.resource.org/gao.gov/93-406/index.htm>
<http://thomas.loc.gov/>
<http://www4.law.cornell.edu/uscode/>
<http://www.law.cornell.edu/>
<http://academic.lexisnexis.com/about.aspx>
http://web2.westlaw.com/signon/default.wl?fn=_top&rs=WLV8.10&vr=2.0&bhcp=1
<http://law.shu.edu/journals/lawreview/>
<http://indylaw.indiana.edu/ilr/>

<http://www.highbeam.com/University+of+Pennsylvania+Law+Review/publications.aspx>
<http://docs.law.gwu.edu/stdg/gwlr/>
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/justice.gov/index.html>
<http://public.resource.org/index.html>
<http://www.colorado.edu/law/lawreview/>
<http://www.getdoc.com>
www.whitehousedrugpolicy.gov

www.archives.gov/research_room/federal_records_guide
www.cga.ct.gov
www.dea.gov
www.druglibrary.org
www.fda.gov/oc/history/historyoffda/section2.html
www.fda.moph.go.th/fda-net/html/product/addict/index_eng.html
www.fda.gov/opacom/laws/csbiact.htm
www.firstgov.gov
www.gpoaccess.gov/databases.html
www.gpoaccess.gov/topics/food.html
www.michigan.gov/mdch/0,1607,7-132-2941_4871-30114--,00.html
www.narconon.org/druginfo/heroin_timeline.html
www.nida.nih.gov/about/legislation/Chronology.html
<http://opioids.com/timeline/>

Search engines for PPACA

<http://www.healthcare.gov/law/introduction/index.html>
<http://healthreform.kff.org/>
<http://www.commonwealthfund.org/Health-Reform.aspx>

VI. Policy Analysis Reference List [good for course papers]

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- Amidei, N. (1992). So you want to make a difference: advocacy is the key. Washington DC: OMB Watch.
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- Karger, H.J., & Stoesz, D. (1998). American Social Welfare Policy. (3rd ed.). New York: Longman Publishers.

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- Patton, C.V., & Sawicki, D.S. (1993). Basic methods of policy analysis and planning. Englewood Cliffs, NJ: Prentice Hall.
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- Tropman, J.E. (1987). Policy Analysis: methods and techniques. In National Association of Social Work (Ed.), Encyclopedia of Social Work. (pp. 268-283). Silver Spring, MD: National Association of Social Work.