University of Wisconsin – Madison School of Social Work  
SW 836: Mental Health Policies and Services  
Spring 2019 -Syllabus  
Edited: January 30, 2019 draft

Instructor: Lynette Studer, Ph.D., LCSW, Assistant Clinical Professor  
Contact: lstuder@wisc.edu (email preferred) or 608-402-2915 (cell)- available via phone call or text  
Office: 309 Social Work  
Office Hours: By appointment  
Class Location: 115 Van Hise  
Class Time: Tuesday, 1:20 pm to 3:15 pm  
Credits: 2  
Instructional Mode: Face-to-Face

Canvas Course URL: https://canvas.wisc.edu/courses/140303

I. Course Description:

This course prepares students for leadership roles in mental health programs, agencies and organizations. It examines mental health policies and services that both influence care and treatment of persons with mental illness and shape mental health care systems, programs and services.

Attributes and Designations: This course counts toward the 50% graduate coursework requirement.  
Course Requisites: MSW Student.  
How credit hour is met: This class meets for one two-hour class periods each week over the spring semester and carries the expectation that students will work on course learning activities (reading, writing, studying) for approximately four hours out of classroom each week. The syllabus includes additional information about meeting times and expectations for student work.

II. Course Overview

Social Work 836 is the required policies and services course for social work students in the mental health focus area. The purpose of the course is to prepare students for leadership roles in community mental health programs, agencies, and organizations, particularly those that serve adults with severe and persistent mental illnesses. Students will be introduced to publicly funded systems of care and policy making that have evolved over time to address the needs of people with severe and persistent mental illness.

Central to our inquiry is the question: How well are mental health services meeting the needs of oppressed and marginalized groups in our society who, in disproportionate numbers, struggle with mental health and/or substance use disorder problems? What can you, as a social worker, do to effectively advocate and improve services for those who have traditionally been under served, or poorly served, by existing systems of care?

The emphasis of this class is on how this country has responded historically and currently in a systemic manner to those with a severe and persistent mental illness. In particular, we will examine the history of the organization and funding of health and mental health services, review current policy making practices along with disparate practices influencing access and outcomes, consider how organizations, coalitions, interest groups and lobbyists influence
legislation, and the current organization, delivery and financing of mental health services. We will explore a number of ethical questions of central importance to the social work profession and to social workers entering the field of mental health practice and policy. This policy course equips students to critically engage in mental health policy debate, analysis, development, and implementation, all of which are crucial to competent, ethical, and socially-just social work practice. The course objectives include: (1) understanding how mental health policy impacts your work on multiple levels of practice (micro, mezzo, and macro) in the lives of those you serve; (2) exposing you to a variety of employment options and different social worker roles you can consider within the mental health policy world; (3) providing you with information on policy making, including different language used, modalities of communication and conversation, and how you take your idea and make it a law; and, (4) comprehending the context and situational factors from a policy perspective that guide your practice as a clinical social worker (e.g. how you get paid, how your agency survives).

This course is required for all students in the Advanced Generalist Specialization.

The class is designed as a lecture class supplemented with small group discussions, large group debate and guest speakers. The readings, lectures, discussions and papers are designed to help you grapple with these questions as you clarify your own interests in becoming a part of, and possibly a leader in, innovations in mental health policies and services in America. Guest speakers who have expertise in programs, policies, and services related to the mental health policy process will provide a “real world” perspective on many of the issues covered in the readings.

III. Learning Outcomes: Course Competency, Description, and Dimensions

Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measured through course activities, readings and assignment and behaviors learned in field experiences, and which are derived from social work knowledge, values skills, and cognitive and affective processes. The objective of this course is to help students to demonstrate understanding and mastery of the knowledge, values, skills and cognitive and affective processes relevant to the competencies described in Appendix A.

IV. Course Content

Week 1: Tuesday, January 22, 2019
Introduction to the Course; Review of the Syllabus; Guided Discussion on Hot Topic
Hot Topic Discussion #1 Due in class

Topics:
~Review of syllabus, explanation of assignments
~Mental health and mental illness as social and policy issues (e.g. lower socioeconomic status, increased homelessness, increased incarceration)
~Challenges in policy for how constructs, such as mental illness, get defined
~Different theories of the policy process
~Hot Topic Discussion
Required:


Hot Topic Discussion Reading/Viewing:
https://www.fda.gov/NewsEvents/Newsroom/PressAnnouncements/ucm584933.htm

Week 2: Tuesday, January 29, 2019
History & Development of U.S. Federal Mental Health Policy and Delivery Systems (1920-present)

Topics:
~Overview of history and development of U.S. health and mental health policy and delivery systems (1920 forward)
~History of policy and treatment discrimination/oppression within the mental health system
~Discussion on reading “The Protest Psychosis” and role of racism in mental health policy formulation
~Broad solutions to today’s current gaps in federal mental health policy
~Introduction to writing policy briefs

Required:


Viewing:

Recommended:


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**Week 3: Tuesday, February 5, 2019**

**In-depth Disparities Focus in Mental Health-Access & Outcomes**

**Topics:**

~Intersection of social policy, social work practice, and social justice
~Cultural competency considerations within policy
~Use of research to inform policy creation around disparities and access to mental health care

**Required:**


Moniz, C. & Gorin, S. (2018). Behavioral and Mental Health Policy and Practice: A Biopsychosocial Perspective. Routledge; New York, NY: Read ONE of the following chapters that interest you. Chapter 8: Disparities in Behavioral Health Services for People of Color and Latinx (pg. 152-169); Chapter 9: Gender Disparities in Behavioral and Mental Health Care (pg. 170-182); Chapter 10: Disparities in Behavioral and Mental Health Care for Children and Youth (pg.183-205); Chapter 11: Disparities in Behavioral Health Care
Recommended:


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**Week 4: Tuesday, February 12, 2019**

**Advocacy and Mental Health Policy**

Hot Topic Discussion #2 Due in Class

Disparities in Mental Health Policy Brief Analysis due by 11:59 pm into Canvas.

**Guest Speakers:** Crystal Hester, Public Policy & Advocacy Director & Nate Schorr, Executive Director of National Alliance of Mental Illness (NAMI) Wisconsin.

**Topics:**

~ Mental health policy advocacy & advancing mental health social justice
~ Political activities of social workers
~ Role of change agent (YOU) at mezzo and macro level practice
~Political role of social workers in influencing mental health policy
~ Hot Topic Discussion

Required:


Hot Topic Discussion Reading/Viewing:
https://www.youtube.com/watch?v=7-w6c-ybwXk&feature=youtu.be
https://ottawacitizen.com/opinion/columnists/wilson-mentally-ill-people-should-be-allowed-assisted-death

Recommended:


Week 5: Tuesday, February 19, 2019
Organizing and Financing Mental Health Services

Guest Speaker: Shel Gross, Director of Public Policy for Mental Health America of Wisconsin

Topics:
~ Overview of financing mental health services (e.g. private insurance, Medicaid)
~ Understand the economics of mental health care and managed mental health care
~ Wisconsin’s Medicaid State Plan
~ What is fee-for-service? Structures of insurance.
~ Issue of mental health parity & attempts for equity in coverage for persons with mental illnesses
~ Structural & cultural barriers via policy
~ Introduction to an idea going to law

Required:


Recommended:


Week 6: Tuesday, February 26, 2019
Organizing and Financing Mental Health Services (continued)
½ class for debate prep
Quiz 1 will open at 3:30 on 2/26/19 and is due by 1:00 pm on 3/5/19.

Topics:
~Review concepts from last week’s lecture
~Review of how a bill becomes a law (specific to Wisconsin process)
~Understand the psychosocial rule, and why does it matter?

Required:


Recommended:


Factiva (2016). Findings from SAMHSA provide new insights into mental health research (the implications of the Affordable Care Act for behavioral health services utilization). Mental Health Weekly Digest.


Huang, S., Fong, S., Duong, T. Quach, T. (2016). The Affordable Care Act and integrated behavioral health programs in community health centers to promote utilization of mental health services among Asian Americans. Translational Behavioral Medicine, 6(2), 309-315.
Week 7: Tuesday, March 5, 2019
Organizing and Financing Mental Health Services (continued)
Quiz 1 is due by 1:00 pm

Guest Speaker: Ryan Stachoviak, Mental Health Planner with the Bureau of Prevention, Treatment & Recovery in Division of Care and Treatment Services, State of WI Dept. of Health Services

½ class for debate prep

Topics:
~Mental Health Block Grant (Monitoring, Planning, Evaluating their use)
~Wisconsin Council on Mental Health
~Federal grant monitoring
~Brief review of Wisconsin’s Chapter 51 rule.

Required:


Recommended:


Week 8: Tuesday, March 12, 2019
Class Debate on Involuntary Commitment and Policy Implications
Debate Due in Class
Position Paper on Involuntary Commitment & Legislative Communication Due to Canvas by 11:59 pm

Topic:
~Should social workers be for or against involuntary commitment?
~Debate on policy around Chapter 51 involuntary inpatient & outpatient commitments
~Dimensions of diversity and oppression of involuntary commitment orders
~Debate over fundamental human right of freedom versus safety

Required:


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**Week 9: Tuesday, March 19, 2019**
No Class- Spring Break!

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**Week 10: Tuesday, March 26, 2019**
Evidence-based Practices Implementation & Policy

~Implementation science as a policy issue
~Role of evidence-based programs in the service delivery system (as dictated by policy)
~Implementation of EBPs in policy (e.g. Assertive Community Treatment and Supported Employment- Individual Placement and Support (SE-IPS)).
~Monitoring the adoption of EBPs from a policy perspective

Required:


Recommended:


Week 11: Tuesday, April 2, 2019

Policy Management on a County Level

Hot Topic Discussion #3 Due in Class

Guest Speaker: Mary Grabot, Adult Behavioral Health Community Services Manager, Dane County, WI.

Topics:
- Making, enforcing, and engaging strategically about policy at a county level
- Relationship and communication between county and state
- Keeping current on what is happening policy-wise at state and federal levels
- Addressing disparities at the county level
- Hot Topic Discussion

Required:

Hot Topic Discussion Reading/Viewing
TBD

Week 12: Tuesday, April 9, 2019

Policy Practice: Nuts & Bolts of Policy Formulation

Topics:
- Explore how to address mental health care disparities from a state level
- The goal of equity in policy
- How a bill becomes a law
- Legislative Bill Tracking
- Using evidence and research to inform and create mental health policy
- Monitoring policy once in place

Required:


Recommended:


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Week 13: Tuesday, April 16, 2019
Policy Practice: The Roadmap: From Idea to Policy
Quiz 2 will open at 3:30 on 4/16/19 and is due by 1:00 pm on 4/23/19.

Guest Speakers: Matt Burdick, Health Care & Behavioral Health Legislative Director at Minnesota Department of Human Services & Carol LaBine, LICSW, Deputy Director of Mental Health Division at Minnesota Department of Human Services

Topics:

~Understand and engage in policy development (step-by-step how to take an idea to completed policy/law)
~Stages of policy practice at a state level
~Writing laws or rules
~Testifying to a legislative committee
~Removing structural & cultural barriers in state level policy
~Importance of relationships and stakeholders.
~What is a Request for Proposal (RFP)?

Required:


**Recommended:**

Example of a State RFP (1): State of Minnesota: Proposal to provide culturally specific behavioral health supports and services and/or workforce development within cultural and ethnic minority populations. From: [https://mn.gov/dhs/partners-and-providers/grants-rfps/open-rfps/#/detail/applId/1?id/323949](https://mn.gov/dhs/partners-and-providers/grants-rfps/open-rfps/#/detail/applId/1?id/323949)

Example of a State RFP (2): State of Minnesota: Develop an innovative project(s) to improve mental health outcomes for youth attending a qualified school unit. Found at: [https://mn.gov/dhs/partners-and-providers/grants-rfps/open-rfps/#/detail/applId/1?id/324935](https://mn.gov/dhs/partners-and-providers/grants-rfps/open-rfps/#/detail/applId/1?id/324935)


Secretary of the Senate Office. (2010). How a bill becomes a law in Minnesota. (posted on Canvas)

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**Week 14: Tuesday, April 23, 2019**

No class

Quiz #2 Due by 1:00 pm.

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**Week 15: Tuesday, April 30, 2019**

Solutions/Moving Ahead

Topics:

~ Social workers as politicians
~ Solutions/Next steps in policy
~ Class Evaluations

**Required:**


**Recommended:**

**V. Texts and Reading Materials**

There is one required text for this course:


Other materials are available at Canvas. Students are also required to search out and read supplemental material pertinent to their specific assignments.

**VI. Evaluation: Assignments, Grading and Methods**

**Grade Standards:**
Students will earn points toward their final grade as noted below:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>What the point totals &amp; subsequent grad generally indicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>Outstanding, excellent work in all areas</td>
</tr>
<tr>
<td>88-93</td>
<td>AB</td>
<td>Outstanding, excellent work in many areas</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
<td>Meets expectations in all areas</td>
</tr>
<tr>
<td>76-81</td>
<td>BC</td>
<td>Meets expectations in most areas; below in others</td>
</tr>
<tr>
<td>70-75</td>
<td>C</td>
<td>Below expectations in most areas; not acceptable graduate work</td>
</tr>
<tr>
<td>64-69</td>
<td>D</td>
<td>Below expectations in all areas</td>
</tr>
<tr>
<td>&lt;64</td>
<td>F</td>
<td>Course failure</td>
</tr>
</tbody>
</table>

**Due Dates at a Glance:**

<table>
<thead>
<tr>
<th>Assignment*</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing Hot Topic Policy Discussions</td>
<td>1/22/19</td>
<td>5 points</td>
</tr>
<tr>
<td></td>
<td>2/12/19</td>
<td>5 points</td>
</tr>
<tr>
<td></td>
<td>4/2/19</td>
<td>5 points</td>
</tr>
<tr>
<td>Disparities in Mental Health Policy Brief Analysis</td>
<td>Due by 2/12/19 by 11:59 pm</td>
<td>20 points</td>
</tr>
<tr>
<td>Quiz #1: Weeks 1-6 Concepts</td>
<td>By 3/5/19 @ 1:00 pm</td>
<td>10 points</td>
</tr>
<tr>
<td>Debate Participation</td>
<td>Due by 3/12/19</td>
<td>20 points</td>
</tr>
</tbody>
</table>
Position Paper on Involuntary Commitment  
Legislative Communication  
Due by 3/12/19 @ 11:59 pm  
15 points  
5 points
Book Discussion  
TBD by Doodle Poll  
20 points
Quiz #2: Week 7-13 Concepts  
By 4/23/19 @ 1:00 pm  
10 points
Attendance & General Participation  
Ongoing  
5 points
Total Points  
100 points
* All assignments due electronically into Canvas unless otherwise announced

I expect written portions of all assignments to be typed, spell-checked, proofed for grammatical errors, and well-organized. Points will be deducted from your grade for sloppy work. If you need assistance with your writing, the Campus Writing Center or the Purdue OWL at https://owl.english.purdue.edu/owl/ is available as a free resource to all students.

ASSIGNMENTS

Assignment #1: Hot Policy Topic Discussions
Due: Ongoing (1/22/19, 2/12/19, and 4/2/19)
Value: 5 points each for a total of 15 points

Over the course of the semester there will class time set aside to discuss a current “hot topic” as it relates to mental health policy. Hot topic items/resources will be posted on Canvas and you are expected to have reviewed the links prior to your class. You will then break into small groups (determined by me) and discuss the merit of the “hot topic” which may include quick searches of the internet to find additional information. After the small group discussion, we will come together as a large group for a discussion of the hot topic, and ultimately relay the policy implications of the topic.

Grading for your participation will be two-fold. One will be how actively you participate in your small group discussions over the course of the semester and two, how much leadership you take in presenting your/your groups ideas to the larger class. This will afford all students the opportunity to gain comfort and skill in discussing policy ideas in both smaller and larger group contexts. More information on grading will be shared at the introduction of the first “hot topic”. For students who miss the class where the hot topic is discussed, there will be a make-up assignment the student can choose to do within one week of the missed class (see additional handout posted on Canvas).

Assignment #2: Disparities in Mental Health Policy Brief Analysis
Due: 2/12/19 @ 11:59 pm into Canvas
Value: 20 points

Working either independently or in pairs, this assignment will ask you to create a policy brief on a topic of mental health disparities that you choose. This project offers the opportunity to think and learn more about policy surrounding a population that experiences mental health care disparities at the local, state, or national level(s). When considering and examining disparities, consider three common dimensions of the issue: disparities in outcomes; disparities in access (including, but not limited to insurance); and disparities in quality and/or quantity of services and care received. As you do this, you may also consider and explore both physical and mental health
disparities (if they intersect). There is a wealth of information about disparities referenced in your text, in your readings, and online.

Clearly, there are interactive effects when examining disparities (e.g. being African American AND female contributes to the disparity). Your work should centrally focus on the population you chose, but you may also need to refer to other demographic and socioeconomic positions in the assignment (e.g., while the intersectionality of being African American and female contribute to the disparity you are reviewing, there are further differences between women of higher versus lower socioeconomic statuses within this population).

For this policy brief, you will present an overview of a critical disparity(ies) in health/mental health/health care experienced by the group you are examining, highlighting the issue(s) that are the focus (i.e. those you are targeting for change) of your policy brief. The policy brief will have the following components:

1. To whom is the brief addressed? (which legislative committee will be receiving the brief).
2. Disparity addressed (Define the problem. What is the scope of the problem and why should they care?).
3. Background information (including factual information w/ references).
4. Recommendations about how to address the disparity via policy. Identify 1-3 specific policy actions that will address the problem.
5. Rationale for the recommendations. Make your case here. Display and describe relevant data. You may use tables or figures.
6. Expected outcomes. Discuss the impacts and implications of both action and inaction.
7. Funding Considerations/Sources

Policy briefs are concise and cogent documents. It should be used to set the scope of the problem, address one or more issues and advocate for a specific policy change. Your brief will be addressed to a legislative body in the position to help bring this change about. The target audience for the brief is the members of the legislative committee that will be holding hearings on the proposal. You should also prepare an annotated bibliography, including at minimum, 5-6 citations/sources of information about your topic. This will be attached to your policy brief. Your brief should not exceed three, single spaced pages with 12-point font, one-inch margins and clear headers.

Here is an example of policy briefs: [https://www.rwjf.org/content/dam/farm/reports/issue_briefs/2016/rwjf432103](https://www.rwjf.org/content/dam/farm/reports/issue_briefs/2016/rwjf432103)

**Assignment #3: Quizzes (total of 2)**
Due: 3/5/19 and 4/23/19
Value: 10 points per quiz (20 points total)

Quizzes will be administered online via Canvas beginning in Week 6 following class. Questions will be worth 0.5 points each. Quizzes may contain a mix of multiple choice and true or false with 20 questions per quiz. The content of the quizzes will focus on core concepts from the lecture, assigned readings, and guest lecturers including the application of concepts to practice and policy situations. Quizzes will demonstrate you have developed understanding that human rights, social justice and social welfare and services in mental health are mediated by policy and its implementation at the federal, state and local levels. Additionally, the quizzes will allow you to demonstrate an understanding of the role of policy in service delivery, the role of practice in policy
development and knowledge about mental health policy formulation, analysis, implementation, advocacy and evaluation. Quiz #1 will contain information from Weeks 1-6; Quiz #2 will contain information from Weeks 7-13.

Quizzes completed on Canvas will provide you with the opportunity to refer to your class materials and take the quiz multiple times as needed to achieve your desired grade. Quizzes are available for one week and attempts/submissions will not be accepted past 1:00 pm of the next class period (e.g. Quiz #1 will be available after class on 2/26/19 at 3:30 pm and will remain open through 1:00 p.m. on 3/5/19 (start of next class)).

**Assignment #4: Debate Participation OR Position Paper & Legislator Communication**

Debate Participation Due: 3/12/19 in class  
Value: 20 points

Position Paper & Legislator Communication (both) Due: 3/12/19 by 11:59 pm to Canvas  
Value: Position Paper (15 points) & Legislator Communication (5 points) for a total of 20 points

Students will have the choice between one of two assignments. Each are detailed below and originate from the required text *Committed: The Battle Over Involuntary Psychiatric Care* by Dinah Miller & Annette Hanson.

**Debate Participation**

In this assignment, those students who chose this option will be divided into three groups: (1) individuals for involuntary commitment of persons with mental health issues; (2) individuals against involuntary commitment of persons with mental health issues; and (3) jury of peers and policy makers.

Students will be given two hours of class time (one hour on Week 6 and the second hour on Week 7) to prepare for the class debate. A suggested way for students to prepare for the class debate is to put their thoughts down on paper. I may provide you with a list of questions to prompt your group to think about the issue, although as you read through the required text, you should be writing down your own thoughts and critical analysis of the reading.

Students in each group will need to organize how their side of the debate will run (e.g., roles will be assigned- who will go first or present what part of the argument?). You will need to do further research so that you can support some of your assertions with factual information. I assume that more time coordinating over email or skype will also be necessary.

Both the “for” and “against” involuntary commitment groups will prepare for their side of the debate; those students who serve as the jury of peers and policy makers will be tasked with coming up with questions to ask each side as they ultimately will decide what type of policy to make based on their knowledge and the persuasion of the debate.

The format of the debate will be handed out two weeks prior to the debate but will generally follow that each side will present their side of the argument, and then time will be offered for rebuttals. The jury of peers/policymakers will then have at least 20 minutes to ask their questions and receive answers from all participants. At the end, the jury of peers and policy makers will need to determine which side to go with and in essence, come up with policy recommendations stemming from the arguments (basically picking the “winner”). All students who do not choose this option will be part of the “public” and watching the debate as constituents and/or stakeholders but will not actively participate in the debate. I will allow for time after the entire exercise to have a fuller class discussion. If
you wish to see the format of a debate, I suggest you go to the NPR website and listen to a debate: https://www.npr.org/series/6263392/intelligence-squared-u-s

The goal of the debate assignment is for students to grapple with a current policy issue in the mental health system that is of central importance to many of the individuals they may serve with mental illnesses. As part of the preparation, students will be exposed to how diversity and difference factors into consequences for individuals, that may lead to experiences of oppression, poverty, marginalization and alienation. They will understand that at times, fundamental rights such as the right to freedom and the right to safety and privacy are at two ends of the spectrum and in conflict with one another. It is the hope the student will appreciate the full perspective on one in-depth, policy issue that illustrates real-life policy making challenges, and to realize there are no simplistic policy solutions.

There are two parts to the grading of this debate. Part 1 will be scored based on the actual debate and constitutes a team score for the overall debate and worth 15 total points. Part 1 factors into Part 2 of the grading rubric.

Part 1:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Levels of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Poor 0</td>
</tr>
<tr>
<td>1. Organization and Clarity:</td>
<td></td>
</tr>
<tr>
<td>Viewpoints and responses are outlined both clearly and orderly.</td>
<td>Unclear in most parts, arguments not tied well to an idea.</td>
</tr>
<tr>
<td>2. Use of Arguments:</td>
<td>Few or no relevant reasons given</td>
</tr>
<tr>
<td>Reasons are given to support viewpoint.</td>
<td></td>
</tr>
<tr>
<td>3. Use of Examples and Facts:</td>
<td>Some points were supported well, others were not.</td>
</tr>
<tr>
<td>Examples and facts are given to support reasons.</td>
<td></td>
</tr>
<tr>
<td>4. Use of Rebuttal:</td>
<td>No effective counter-arguments made</td>
</tr>
</tbody>
</table>
Arguments made are created to deal with first viewpoint effectively.

5. Presentation & Professionalism
Tone of voice, use of gestures, and level of enthusiasm are convincing to audience. Lack of interruptions or discourteous behavior

| Few style features were used; not convincingly. Lack of professional behaviors. | Few style features were used; but used convincingly. Some interruptions and/or non-professional behaviors. | All style features were used, most convincingly and no lack of professionalism noted. | All style features were used convincingly, and all team members acted professionally at all times. |

Total of #1 - #5: (Maximum total of 15).

Part 2:

<table>
<thead>
<tr>
<th>Comments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Took active role in the preparation and/or debate</td>
<td>/1</td>
</tr>
<tr>
<td>Self-rating on level of participation in both preparation and actual debate</td>
<td>/2</td>
</tr>
<tr>
<td>Quality of the Debate Presentation &amp; Professionalism (see above score)</td>
<td>/15</td>
</tr>
<tr>
<td>Student is professional, respectful, and uses person-first language throughout the preparation &amp; debate</td>
<td>/2</td>
</tr>
<tr>
<td>Total</td>
<td>/20</td>
</tr>
</tbody>
</table>

Position Paper & Legislator Communication
For this option, a student will need to draft a position paper (worth 15 points) and create and send a communication to a legislator (5 points).

Background & Purpose: Stemming from the book Committed: The Battle Over Involuntary Psychiatric Care by Dinah Miller & Annette Hanson, a brief position paper will be due.

Position papers describe a position on an issue and the rationale for that position (Xavier University Library, 2014). The goals of the position paper are to convince the audience that your opinion is valid and defensible and to generate support for your perspective on the issue of involuntary commitment. It is important to support your argument with evidence to ensure the validity of your claims, as well as to refute the counterclaims to show that

1 Retrieved from www.sfu.ca/cmns/130d1/WritingaPositionPaper.htm
you are well informed about both sides. The position paper is based on facts that provide a solid foundation for
your argument on the issue (Tucker, Derelian & Rouner, 1997). Position papers are used in academia, politics,
and law to publicly make clear where organizations or individuals stand on certain issues.

For the first part of this assignment, you are to write a position paper that supports your argument either for or
against the involuntary commitment of persons with mental illness. You may draw from any resource including
the class debate or book discussion meetings.

**Instructions:** There are many different ways to write a position paper and countless examples on the web. For
this assignment, you may choose one of two ways (although I am open to other formats if they are pre-approved
by me).

1. You may create a typical academic paper of no more than 2-4 single-spaced pages indicating your
   position as a clinical social worker on the issue of involuntary commitment of individuals with severe and
   persistent mental illness; or,
2. You may create a 2-3-page pamphlet-style document that indicates your position as a clinical social
   worker on the issue of involuntary commitment of individuals with severe and persistent mental illness.
   An example of this can be found at [https://www.aclu.org/other/death-penalty-aclu-position-paper](https://www.aclu.org/other/death-penalty-aclu-position-paper)

Regardless of which option you choose, the document should have the following sections:

**An introduction**
The introduction should clearly identify the issue and state your position. It should be written in a way that
catches the reader’s attention. The introduction should have (1) identification of the issue, and (2) clear statement
of your/the position.

**The body**
The body may begin with some background information used to set the context of the position and should
incorporate a discussion of both sides of the issue. The body of the position paper may contain several paragraphs.
Each paragraph should present an idea or main concept that clarifies a portion of the position statement and is
supported by evidence or facts (3 main concepts is sufficient). Evidence can be primary source quotations,
statistical data, interviews with experts, and indisputable dates or events. Evidence should lead, through inductive
reasoning, to the main concept or idea presented in the paragraph. Remember, you are trying to be persuasive in
this section. The body of the document should include (1) background information; (2) three main arguments with
each clarifying a portion of the position statement with supporting evidence or facts that are credible, (3) a
discussion of both sides of the issue

**A conclusion-** The conclusion should summarize the main concepts and ideas and reinforce, without repeating,
the introduction or body of the paper. It should include suggested courses of action and possible solutions (choose
no more than two for the purpose of this paper). The conclusion should include: (1) summary, and (2) suggested
course of action or solutions.

Below are two links to help you understand the format of a position paper. Feel free to use either resource or
something else you find in doing your research. Personally, I like the one by Xavier the best.

[https://www.sfu.ca/cmns/130d1/WritingaPositionPaper.htm](https://www.sfu.ca/cmns/130d1/WritingaPositionPaper.htm)
For the second part of this assignment, you are to reach out to one of your elected representatives (can be local, state, or national) and via email message or an uploaded letter, send your position as a clinical social work student on some issue pertaining to mental health policy. It can certainly be your stance on involuntary commitment or some other issue you are passionate about. It should be highly professional and succinct, pulling in the relevant facts. The Week 4 reading by Colby, I. (2018) has outlines for effective communication. You will need to either blind copy me on the email you send and/or upload a copy of the letter you send to Canvas by the deadline.

Position papers and legislative communication are due into Canvas by **Tuesday, March 12, 2019 by 11:59 pm.** If you are submitting a typical academic-style paper, please use Times New Roman 12-point font, 1-inch margins and number all pages. The use of headers is encouraged to enhance the reader’s ability to comprehend the information better. If you are submitting the pamphlet-style position paper, then you are free to use any format you wish, although keep in mind the purpose is to convey information in a clear and cogent way.

The position paper will be graded with the following rubric:

<table>
<thead>
<tr>
<th>Position Paper (15 points total)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction (3 points)</strong></td>
<td></td>
</tr>
<tr>
<td>Catches the reader’s attention and pulls the reader in to learn more</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the writer’s position is clear and unwavering</td>
<td>2</td>
</tr>
<tr>
<td><strong>Body (8 points)</strong></td>
<td></td>
</tr>
<tr>
<td>Three main concepts presented, and each clarifies a portion of the position statement</td>
<td>3</td>
</tr>
<tr>
<td>Sufficient background information is used to set the context of the position and argument for or against involuntary commitment</td>
<td>1</td>
</tr>
<tr>
<td>Each main concept is supported by evidence or facts that are clear and convincing and from multiple sources</td>
<td>3</td>
</tr>
<tr>
<td>Discussion of both sides of the issue</td>
<td>1</td>
</tr>
<tr>
<td><strong>Conclusion (2 points)</strong></td>
<td></td>
</tr>
<tr>
<td>Summarizes the main concepts and ideas and reinforce, without repeating, the introduction or body of the paper</td>
<td>1</td>
</tr>
<tr>
<td>At least one suggested course of action or possible solution(s) offered.</td>
<td>1</td>
</tr>
<tr>
<td><strong>Formatting (2 points)</strong></td>
<td></td>
</tr>
<tr>
<td>Paper is organized, clear, and visually appealing (if relevant). Free from grammatical or spelling errors.</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Position Paper points</strong></td>
<td>15</td>
</tr>
</tbody>
</table>
### Assignment #5: Book Discussion

**Due:** No later than 4/2/19 and to be agreed upon times via doodle poll  
**Value:** 20 points

You will be required to participate in a 2-hour long book discussion that will happen outside of class time (this is why we have Week 14 off of class). For the book discussion, students will be divided into groups of 5-8 (randomly assigned) and be asked to participate in a book discussion reviewing the required text *Committed: The Battle Over Involuntary Psychiatric Care* by Dinah Miller & Annette Hanson. Book discussion times will be determined via a doodle poll and take place at various times in February and March (date, place, time to be determined). I will send out a doodle poll and make every effort to accommodate student schedules and offer multiple options. Failure to participate in any of the book discussion groups will result in a failing grade. You will receive notice via email regarding what group you have been assigned.

Prior to the book discussion, students will be required to generate 5 questions stemming from the reading and submit them no later than 48 hours prior to the time their assigned book discussion begins. I will choose at least one question from each participant that will form the basis of our discussion. I will also have established questions to ask each group.

The goal of the book discussion assignment is for students to grapple with a current policy issue in the mental health system that is of central importance to many of the individuals they may serve with mental illnesses. As part of the preparation, students will be exposed to how diversity and difference factors into consequences for individuals, that may lead to experiences of oppression, poverty, marginalization and alienation. They will understand that at time, fundamental rights such as the right to freedom and the right to safety and privacy are at two ends of the spectrum and often in conflict with one another. This assignment will allow the students to engage in discussion and dialog around human rights, social justice and social welfare and ultimately suggest a policy direction for social workers. It is the hope the student will appreciate the full perspective on one in-depth, mental health policy issue that illustrates real-life policy making challenges, and to realize there are no simplistic policy solutions.

You will be graded by (1) submitting, on-time, five questions that each demonstrate critical thinking about some part of the issue of involuntary commitment; (2) actively and participating in the book discussion with peers which includes engaging at a moderate or high-level with students during the group discussion; (3) answering a

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<table>
<thead>
<tr>
<th>Legislator Communication (5 points total)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Legislator is professionally and respectfully addressed (full title)</td>
<td>/1</td>
</tr>
<tr>
<td>Student’s position is very clear and cogent</td>
<td>/2</td>
</tr>
<tr>
<td>Factual information is conveyed to back up the assertion</td>
<td>/2</td>
</tr>
<tr>
<td>Communication is sent by deadline</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td><strong>Total Legislator Communication</strong></td>
<td>/5</td>
</tr>
</tbody>
</table>

| Position Paper Subtotal | /15 |
| Legislative Communication Subtotal | /5 |
| **Assignment Total** | /20 |
posed question first, at least one time; (4) illustrating via the contributions they make to the overall discussion that they are familiar with the book; (5) listening thoughtfully, and modeling professional and behavior, including the use of person-first language throughout the discussion.

The grading rubric for this assignment is outlined below:

<table>
<thead>
<tr>
<th>Comments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>All 5 questions were submitted via email on time</td>
<td>/1</td>
</tr>
<tr>
<td>Each question demonstrated critical thinking about some part of the issue of involuntary commitment</td>
<td>/5</td>
</tr>
<tr>
<td>Student actively participates in the book discussion with peers; Engages at a moderate or high-level with students during the group discussion; thoughtfully listens and replies to others.</td>
<td>/9</td>
</tr>
<tr>
<td>Student answers a posed question first, at least one time.</td>
<td>/1</td>
</tr>
<tr>
<td>Based on participation, there is indication the student is familiar with the material in the book</td>
<td>/2</td>
</tr>
<tr>
<td>Student is professional, respectful, and uses person-first language throughout the discussion</td>
<td>/2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>/20</strong></td>
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</tbody>
</table>

**Extra Credit Opportunity**

In today’s political climate, there are numerous opportunities to find topics that have relevancy to mental health policy and that have implications for the persons we serve. You have the opportunity to earn 2 points of extra credit by following the process: (1): send me a link to one current issue that has mental health policy implications that are worthy of debate and discussion; (2) tell me, in a sentence or two, why you feel this issue is worthy of class time as a “hot topic”. Why did you choose it? and (3) provide me with two questions that you feel would spark discussion among your classmates. I will be accepting these emails from Week 2 through Week 13 (please put in the subject line “SW836 extra credit [your name]”. While you are more than welcome to send me multiple links of interesting topics, you may only earn the 2 extra credit points once. I reserve the right to decline any link based on a lack of merit or send you additional questions to answer prior to assigning extra credit points.

**VII. Course Policies**

**Classroom Climate:**

Classroom climate, or the way a classroom space feels to everyone in the room based on communication, norms, values and processes, impacts participation, motivation and learning. Meeting course objectives requires that the instructor and students actively work to create a learning environment that is respectful and safe so that ideas can be examined honestly, diverse viewpoints shared, and in-class activities approached with maximum curiosity and enthusiasm. In order to learn, we must be open to the views of people different from ourselves.
Diversity in beliefs, ideas and lived experiences are highly valued here. Each student has knowledge and experience that will enhance the learning of their colleagues and each voice is important. In our time together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Because the class will represent diverse individual beliefs, backgrounds, and experiences, every member of this class must show respect for every other member of this class. We will share the challenges of upholding community guidelines and responding to moments when we fail to abide by them. Students will be held accountable for what they are expressing verbally and nonverbally. Students are expected to keep confidential all issues of a personal or professional nature discussed in class.

I am firmly committed to diversity and equality in all areas of campus life and building an inclusive classroom space where everyone feels safe and welcome. I recognize that we all have biases. Discrimination can be direct or indirect and take place at both institutional and personal levels. I believe that such discrimination is unacceptable and I am committed to providing equality of opportunity for all by eliminating any discrimination, harassment, bullying, or victimization. I invite you to bring any concerns in this regard to my attention.

**Discussion & Participation**
This class will live and die by the quality of discussion. Student participation is necessary to make it a lively and engaging educational experience. I expect noteworthy discussion and verbal participation from all students within each class meeting. This is a space where you can and should push yourself out of your comfort zone with public speaking.

**Student Wellness**
As a student, you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, racism, feeling down, and/or loss of motivation. University Health Services (UHS) can help with these or other issues you may be experiencing. You can learn about the free, confidential mental health services available on campus by calling (608)265-5600 or visiting [www.uhs.wisc.edu](http://www.uhs.wisc.edu). Help is always available.

Other student support services and programs include:
- Multicultural Student Center [https://msc.wisc.edu/](https://msc.wisc.edu/)
- LGBT Campus Center [https://lgbt.wisc.edu/](https://lgbt.wisc.edu/)
- Dean of Students Office [https://www.students.wisc.edu/doso/](https://www.students.wisc.edu/doso/)

Below are resources for reporting and responding to incidences of bias and hate on campus.
- Report: [https://students.wisc.edu/doso/services/bias-reporting-process](https://students.wisc.edu/doso/services/bias-reporting-process)
- Bias Response and Advocacy Coordinator email: reportbias@wisc.edu
- UW-Madison Police Department: [uwpd.wisc.edu](http://uwpd.wisc.edu)
- Office of Equity and Diversity: [www.oed.wisc.edu/](http://www.oed.wisc.edu/)

You may also report incidents in-person to the Dean of Students Office, 70 Bascom Hall, during normal business hours. Reportable incidents include crimes such as vandalism or physical assault, as well as non-academic misconduct, slurs, and intimidation. Anyone who files a report will have the opportunity to meet with the Bias Response and Advocacy Coordinator, so that we can meet their needs and ensure their safety.

**Student behavior policy**
It is expected that students conduct themselves ethically and professionally in all aspects of this seminar. This
includes confidentiality, proper respect for all members (e.g. no swearing, eye rolling, or non-verbal communication or actions that convey distaste or disrespect) of the class and their clients and agencies, and support and contributions to the learning environment.

In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your classmates, and demonstrate appreciation for the opportunity we have to learn from one another. Please respect your fellow students’ opinions and viewpoints even if you disagree with them, and refrain from personal attacks or demeaning comments. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class. I reserve the right to ask any student to leave if I feel they are conveying disinterest or disrespect of fellow classmates.

Electronics:
To minimize disruptions to class process all devices must be turned off during the class period unless the instructor gives instructions to utilize electronic devices for a class activity. If you have an urgent reason for leaving your phone on, please inform the instructor prior to the class beginning. If there is a medical or other serious need for these devices, please speak to the instructor before class. Audio recording of classes will be allowed only after full disclosure to the class that an audio recorder is operating. If I am distracted by your use of technology or assess your use of technology is impacting any other person’s learning, I will ask you to refrain or leave lecture.

Code of Ethics, Professional Conduct & Plagiarism
Incoming MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the Student Rights and Responsibilities. In doing so, they agreed that while in the MSW Program they would honor the NASW Code of Ethics and Student’s Rights and Responsibilities, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. MSW students are expected to adhere to these policies in the classroom, in the field and in the preparation of course assignments.

Issues of academic misconduct affect all students and are considered extremely serious. Academic dishonesty, including cheating, plagiarism, and misrepresentation or fabrication of assignments, can result in course failure as well as disciplinary actions. It is your responsibility to ensure that all documents and material used to inform your assignments are appropriately cited. The Writing Center has a helpful guide to the difference between plagiarism and paraphrasing – see http://writing.wisc.edu/Handbook/QPA_paraphrase.html. The School’s plagiarism policy is posted on the web. This is extremely serious.

Accommodation for Students with a Disability
The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students requiring accommodation, as approved by the McBurney Center, are expected to provide the instructor with a copy of their Verified Individualized Services and Accommodation (VISA) by the second week of the semester, or as soon as possible after a disability has been incurred or recognized. For more information, please contact the McBurney Center at mcburney@odos.wisc.edu; Phone at 608-263-2741; Text messaging at 608-225-7956; or by FAX at 608-265-2998, 711 (Via relay); Address is 702 W Johnson St #2104, Madison, WI 53706. Accommodations will not be made without a VISA. Faculty will work either directly with
the student or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations.

Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

**Attendance Policy:**
Students are expected to attend all scheduled classes and to arrive on time.

- **Promptness**
  Prompt arrival to all classes is required. Repeated tardiness will impact your grade. I will consider a late arrival or early departure of more than 20 minutes an absence.

- **Absence**
  If you must miss class, you are required to inform me via email in advance. Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure. Students who must be absent due to inclement weather or other emergencies must contact me prior to the start of class. Students who are absent two or more times in the semester will be required to schedule a meeting with the instructor to discuss their performance and continuation in the course. Two or more absences may lead to a student receiving a failing grade.

**Reading and Media Assignments:**
You are expected to have read, viewed and listened to all required assigned material prior to the class date under which the readings are listed above. Reading and critically evaluating what you have read is necessary so that you can learn, actively participate in class discussions, and successfully complete written assignments.

**Religious Observances**
In accordance with University policy, accommodation will be made for students who are participating in a religious holiday or who have a conflict between religious observances and mandatory class requirements. To request accommodation, notify the instructor within the first two weeks of class of the specific days or dates on which a student requests relief.

**Canvas**
All students are required to access Canvas for course content and assignments. If you have difficulty with Canvas, you should contact the DoIT helpdesk.

**Late assignment policy**
Assignments are due on the date specified on the syllabus. If you are not able to be in class the day a written assignment is due, you are still responsible for turning in your assignment on the due date. If a student a) communicates with me at least 48 hours prior to the due date, b) provides a reasonable justification for an extension, and c) we come to an agreement about a revised deadline, the assignment handed in by the new date will be considered “on time.” Unapproved late assignments will be marked down 1 point for each day the assignment is late.

**Appealing a Grade:**
Your goal for this and other courses should be to make the most of your learning experience, and not to simply “get an A.” Grade expectations should NOT be based on what you have received in other courses—this is never a legitimate argument for appealing a grade.

After you have read over all comments on your paper, if you have an issue with a grade that you receive in this course, please document in writing the reasons for your appeal in writing and provide this to me. Your reasons for your appeal should include a discussion of (1) the extent to which you responded to assignment objectives, (2) the quality of your writing (to include grammar and spelling, organization, flow and clarity), (3) your ability to demonstrate depth and critical thinking, and (4) your substantive argument. If there is something about an assignment that is unclear to you, it is your job to bring this to my attention in advance of the due date. Students wishing to appeal a grade must me with the information requested no later than one week after the assignment or exam has been returned to students. If you receive a grade and wish to appeal parts of that grade, I require a 24-hour time frame from the time you receive the grade until I will respond to information about the grade.

Grade Appeals/Grievance Policy:
The process for appeal a final grade is set forth in the School of Social Work’s Student Rights and Responsibilities Handbook.
http://socwork.wisc.edu/files/StudentRightsResponsibilities.pdf

Policies Regarding Expectations for Students
Students are expected to:

● Attend class each session, actively participating in the in-class exercises and discussions. If you cannot attend class, you are responsible for informing the instructor in advance, knowing what occurred and for getting any materials distributed during class.
● Read critically (and think about) all required assignments before coming to class. Most students find it useful to take notes.
● Complete all assignments by the due dates and times (thus you are expected to plan your life so that you can make the required deadlines in the course).
● Conduct themselves ethically and professionally. This requires careful consideration of and attention to issues of confidentiality with regard to clients and placement agencies. We will be talking about agencies in class and in assignments, but care should be taken regarding private information. (If in doubt, please check with instructors.)
● Be respectful of the instructor and other class members—a diversity of views and opinions may be articulated during discussions. Respect includes cell phones being turned off and laptops being used in class only for taking notes.
● Provide respectful feedback to the instructor about parts of the course that are (or are not) facilitating their learning.

Policies Regarding Expectations for the Instructor
The instructor is expected to:

● Co-create a classroom environment that facilitates learning.
● Assure that course objectives are being met.
● Be available for in-person consultations, either through regular office hours or by appointment.
● Be available to address student questions through emailed correspondence.
● Give reasonable guidance on preparing for the assignments.
● Provide prompt feedback on evaluation materials for the course.
Appendix A

NOTE: Descriptions of competencies include some material in parentheses that is covered in other courses and not necessarily covered in this course.

<table>
<thead>
<tr>
<th>Competencies and Description</th>
<th>Course Content relevant to Dimensions that Comprise the Competency*</th>
<th>Location in Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1.2 Engage Diversity and Difference in Practice</strong></td>
<td>Advanced practice social workers demonstrate in a focus area an advanced understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity.</td>
<td>Readings, lectures, and discussions related to dimensions of diversity and the delivery of services in practice and policy (K, V, S, C &amp; A).</td>
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<tr>
<td></td>
<td>They demonstrate comprehension that dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.</td>
<td>Readings, lectures, and discussions exploring structural and cultural barriers to mental health services and the skills required to recognize and address them (K, V, S, C &amp; A).</td>
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<tr>
<td></td>
<td>Advanced practice social workers recognize that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim, and apply this recognition in their practice.</td>
<td>Readings and discussion exploring mechanisms of oppression and discrimination within the mental health delivery system (K, V, C &amp; A).</td>
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</tbody>
</table>
| | They also demonstrate in practice their understanding of the forms and mechanisms of oppression and discrimination, and a recognition of the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. | Assignments:  
Book Discussion (K, V, C & A)  
Debate Participation or Position Paper on Involuntary Commitment (K, V, S)  
Disparities in Mental Health Policy Brief Analysis (K, S, C & A)  
Quizzes (K)  
Hot Topic Policy Discussions (K, V, C & A) | p. 22-23  
p. 17-22  
p. 15-16  
p. 16-17  
p. 15 |
<p>| <strong>2.1.3 Advance Human Rights and Social, Economic, and Environmental Justice</strong> | Advanced Generalist social workers demonstrate in a focus area an understanding that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an | Readings, lectures, and discussions related to social, economic, and environmental justice within the mental health service delivery system (K, V, S, C &amp; A). | Weeks 4, 8, 12 &amp; 13 |
| | location in Syllabus | | |</p>
<table>
<thead>
<tr>
<th>Competencies and Description</th>
<th>Course Content relevant to Dimensions that Comprise the Competency*</th>
<th>Location in Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>adequate standard of living, health care, and education.</td>
<td>Readings, lectures, and discussions related to the skills needed to promote social and economic justice and human rights and strategies to eliminate oppressive structural barriers (K, V, S, C &amp; A).</td>
<td>Weeks 2, 3, 4, 5, 8, 12 &amp; 14</td>
</tr>
<tr>
<td>Advanced generalist social workers incorporate in practice an understanding of the global interconnections of oppression and human rights violations, and knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights.</td>
<td>Assignments: Book Discussion (K, V, C &amp; A) Debate Participation or Position Paper on Involuntary Commitment (K, V, S) Disparities in Mental Health Policy Brief Analysis (K, S, C &amp; A) Quizzes (K) Hot Topic Policy Discussions (K, V, C &amp; A)</td>
<td>p. 22-23</td>
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<tr>
<td>Advanced Generalist social workers employ strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social and cultural human rights are protected.</td>
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<td>p. 17-22</td>
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<tr>
<td><strong>2.1.5 Engage in Policy Practice</strong></td>
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<td>p. 15-16</td>
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<tr>
<td>Advanced Generalist social workers demonstrate a developed understanding that human rights, social justice, social welfare and services in a focus area are mediated by policy and its implementation at the federal, state, and local levels. They understand the history and current structures of social policies and services in a focus area, the role of policy in service delivery, and the role of practice in policy development in a focus area.</td>
<td>Readings, lectures, and discussions related to historical mental health policy, its implementation, and continued implications in present day (K, V, C &amp; A).</td>
<td>Weeks 2, 5, 6, 7, 8 &amp; 12</td>
</tr>
<tr>
<td>Advanced Generalist social workers understand, demonstrate, and engage policy development and implementation within a focus area practice setting at the micro, mezzo, and macro levels to affect change within those settings. They recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy in a focus area. They also demonstrate advanced levels of knowledge about policy formulation, analysis, implementation, and evaluation in a focus area.</td>
<td>Readings, lecture, and discussions related to mental health policy development and implementation (K, V, S, C &amp; A).</td>
<td>Weeks 2, 3, 5, 6, 7, 10, 11, 12, 13 &amp; 14</td>
</tr>
<tr>
<td></td>
<td>Assignments: Book Discussion (K, V, C &amp; A) Debate Participation or Position Paper on Involuntary Commitment (K, V, S) Disparities in Mental Health Policy Brief Analysis (K, S, C &amp; A) Quizzes (K) Hot Topic Policy Discussions (K, V, C &amp; A)</td>
<td>p. 22-23</td>
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<td>p. 15</td>
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</tbody>
</table>
*K=Knowledge; V=Values; S=Skills; C & AP=Cognitive and Affective Processes