

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

<b>Course Number:</b>	SW 392P1	<b>Instructor's name:</b>	Namkee G. Choi
<b>Unique Number:</b>	96280	<b>Office Number:</b>	3.122D
<b>Semester:</b>	Summer 2003	<b>Office Phone:</b>	(512) 232-9590
<b>Meeting Time/Place:</b>	T, Th 5:30-8:00 pm SSW 2.112	<b>Office Hours:</b>	T, Th 4:30-5:20 PM
		<b>E-mail:</b>	<a href="mailto:nchoi@mail.utexas.edu">nchoi@mail.utexas.edu</a> <a href="mailto:nchoi@austin.rr.com">nchoi@austin.rr.com</a>
<b>Course TA:</b>	Soyon Jung ( <a href="mailto:brighty88@hotmail.com">brighty88@hotmail.com</a> )		

**General Social Welfare Policy Analysis**

**I. Standardized Course Description**

This course focuses on the development, implementation, and evaluation of current social welfare policy, with special attention to social policies that affect vulnerable and underserved population groups. The course is designed to provide students with specific frameworks and skills needed for social problem identification and definition, policy goal selection, policy development, program/policy implementation, and evaluation of intended and unintended outcomes in the areas of income maintenance, health and mental health care, and social services. Emphasis is placed on issues of social and economic justice and ethical policy choices and the responsibilities of social workers as contributors to both policy process and analysis.

**Pre-requisites:** Students must have successfully completed all foundation courses.

**II. Standardized Course Objectives**

Upon completion of this course the students will be able to:

1. Critically evaluate selected social problems and unmet needs in income maintenance, health and mental health, substance abuse, disability, child welfare, aging, gender or race policy;
2. Analyze contemporary issues and appropriate theoretical backgrounds related to the development of social welfare policy;
3. Critically evaluate the process of social welfare policy development at state and federal levels;
4. Apply the underlying causes of social problems to the design of social welfare policy with a special emphasis on the ethics and beneficence of the policy choices;
5. Research and utilize alternative frameworks for analyzing the effectiveness and outcomes of social welfare policy;
6. Assess how the structure of current social welfare policies affects men, women, members of various ethnic groups, people of various ages, and other vulnerable and at-risk population groups;
7. Demonstrate a knowledge base of the values/ethical issues in social work as they relate to policy development, implementation, and analysis;
8. Develop a plan for influencing social welfare policy as part of each social worker's commitment to promote social and economic justice;
9. Apply advanced policy practice knowledge and skills for social change at multiple system levels; and

10. Be equipped with a foundation for advanced practice in the student concentration.

### III. Teaching Methods

The primary teaching approach in this course will be collaborative learning. Material in the course will be presented through a variety of teaching strategies, including lectures and discussions, formatted debates, guest speakers, small group works, news reports and current events analysis, and videos. The goal is to stimulate critical thinking, intellectual creativity, and sharing of knowledge and skills with the other students. Students are responsible for their learning and required to actively participate in all these activities. Assigned readings are for the week in which they are listed and students should complete the readings prior to class and be prepared to discuss them. However, the instructor may not review all assigned readings in class.

### IV. Required Textbooks and Reading

Ellis, R. A. (2003). *Impacting social policy: A practitioners' guide to analysis and action*. Pacific Grove, CA: Brooks/Cole-Thompson Learning.

Karger, H. J., Midgley, J., & Brown, C. B (2003). *Controversial issues in social policy* (2<sup>nd</sup> edition). New York: Allyn and Bacon.

Other required readings have been put on e-reserve and on reserve at the LRC.

### V. Course Requirements

The final course grade will be determined based on scores from five assignments that the students are required to complete the course. The additional information for completing each assignment is included later in the syllabus.

1. Weekly news report /current event analysis	15 points
2. Pro-con debate preparation and performance	10
3. Book review paper	15
4. Individual policy analysis paper	30
5. Group policy practice class presentation & paper	30
	100 points total

**\*\* (Please utilize The University of Texas at Austin Library's on-line resources for social policy research and writing: Selected on-line database and web resources for social welfare policy analysis: [www.lib.utexas.edu/subject/ss/socw/policy.htm/](http://www.lib.utexas.edu/subject/ss/socw/policy.htm/), or [www.lib.utexas.edu/subject/ss/classes/sw392p2.html](http://www.lib.utexas.edu/subject/ss/classes/sw392p2.html))**

### VI. Grading Scale

A = 90 – 100 points  
B = 80 – 89.9 points  
C = 70 – 79.9 points  
F = < 70

## VII. Class Policies

1. It is important for social work practitioners to be punctual in both attendance and in meeting deadlines. Thus, students are expected to attend all classes and hand in assignments on time. There will be no “excused” absences, although the instructor may use her discretion. Students who miss more than two classes during the semester will lose 5 points, and those who miss more than four classes during the semester will lose 10 points.
2. Assignments are to be submitted according to the schedule. Students will lose 3 points for each day that an assignment is late. Any adjustment in assignment due dates **MUST** be discussed with the instructor at least 48 hours prior to the regularly scheduled date.
3. While scholastic dishonesty is not anticipated, students shall be subject to The University of Texas at Austin’s policy on this subject, in case violations occur.
4. Services 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; 471-4641 TTY.
5. Safety: As part of professional social work education, student 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.
6. Confidentiality: Personal disclosure is not an expectation or a requirement of this course. However, it might be appropriate for students to talk about personal information during class as it relates to our learning about a particular topic. Students are expected to adhere to all professional standards of confidentiality during the semester.

## VII. Course Schedule

<b>Date</b>	<b>Description</b>	<b>Text/Readings</b>
Week 1 6/05/03	Introduction to course Definitions and descriptions of social welfare policy Structural interest within social welfare Identification of social needs and problems: Issues of diversity, sensitivity, beneficence, and social and economic justice	Ellis, Ch. 1 & 2
Week 2 6/10/03	<b>Newspaper report/current event analysis 1 due</b> Review of values and ideology in the American political continuum Importance of self-examination of	Ellis, Ch. 3, 4, & 5 DiNitto, D. (2003). Politics, rationalism, and social welfare (pp. 1-30). Chapter 1 of <u>Social welfare: Politics and public policy</u> . Boston: Allyn & Bacon.

6/12/03	<p>values, norms, political ideologies</p> <p>Policy development, formulation, and implementation processes: Multiple and intersecting arenas of policy; policy makers, administrators, and stake holders</p> <p><b>Guest speaker: Amy Wong Mok</b> (Topic: Legislative processes for getting bills passed)</p> <p>Policy check-in: The problems and issues we face, and Issues of policy development and implementation; politicians, special interest groups, and consumers</p>	<p>Ellis, Ch. 6</p> <p>Jansson, B. (2003). Understanding the ecology of policy in governmental, electoral, community, and agency settings (pp. 101-137). Chapter 4 of <u>Becoming an effective policy advocate</u>. Pacific Grove, CA. Brooks/Cole: Thompson.</p>
<p>Week 3 6/17/03</p> <p>6/19/03</p>	<p><b>Newspaper report/current event analysis 2 due</b></p> <p>Frameworks and models of policy analysis</p> <p>Policy check-in: What are some issues with eligibility criteria and allocation of social services and other benefits?</p> <p>Pro-con debates: (1) Is the American welfare state compatible with market economy?; and (2) Should the federal government support or fund sectarian social service agencies?</p>	<p>Ellis, Ch. 7, 8, &amp; 9</p> <p>Gilbert, N. &amp; Terrell, P. (2002). The basis of social allocation (pp. 89-125) &amp; The nature of social provision (pp.126-153). Chapters 4 &amp; 5 of Dimensions of social welfare policy (5<sup>th</sup> ed.) Boston, Allyn &amp; Bacon..</p> <p>Karger et al., Debates 1 &amp; 2</p>
<p>Week 4 6/24/03</p> <p>6/26/03</p>	<p><b>Newspaper report/current event analysis 3 due</b></p> <p>Frameworks and models of policy analysis: continued</p> <p>Policy check-in: What are some issues with delivery system and financing of social service programs?</p> <p>Pro-con debates: (1) Has the Americans with Disabilities Act (ADA) gone too far?; and (2) Is legislation for lesbian and gay rights necessary?</p>	<p>Ellis, Ch. 7, 8 &amp; 9</p> <p>Ginsberg, L. (1996). Analyzing social policies and models for policy analysis (pp. 173-196). Chapter 8 of <u>Understanding social problems, policies, and programs</u>. Univ. of S. Carolina Press.</p> <p>Jansson. B (2000). Policy analysis (pp. 41-52). In J. Midgley, M. Tracy, &amp; m. Livermore (Eds.). <u>The handbook of social policy</u>. Thousnad oaks, CA: Sage.</p> <p>Karger et al., Debates 11 &amp; 4</p>
Week 5 7/01/03	<p><b>Newspaper report/current event analysis 4 due</b></p> <p>Application of policy analysis in Texas:</p>	<p>Curtis, K. A. (2002). Financial penalties under the temporary assistance for needy families program: Policy discourse and strategies for reform. <u>Journal of Family and</u></p>

7/03/03	<p>Poverty and welfare reform (<b>Guest speaker: Jennifer Vick</b>, Center for Public Policy Priorities)</p> <p>Policy check-in: Policy issues of poverty and unemployment programs</p> <p>Pro-con debates: (1) Can welfare-to work programs significantly reduce poverty levels?; (2) Are affirmative-action policies increasing equality in the labor market?</p>	<p><u>Economic Issues</u>, 23 (3), 239-260).</p> <p>Martinson, K. &amp; Holcomb, P. A. (2002). Reforming welfare: Institutional change and challenge. Available at: <a href="http://urban.org/url.cfm?ID=310535">urban.org/url.cfm?ID=310535</a></p> <p>McLanahan, S. &amp; Carlson, M. J. (2002). Welfare reform, fertility, and father involvement. <i>Children and Welfare Reform</i>, 12 (1). 147-165: available at: <a href="http://futureofchildren.org">futureofchildren.org</a></p> <p>Karger et al., Debates 6 &amp; 8</p>
Week 6 7/08/03	<p><b>Book review due</b></p> <p>Application of policy analysis: Issues of Social Security privatization and politics of Social Security</p>	<p>Orszag, P. &amp; Greenstein, R. (2001). Voluntary individual accounts for Social Security: What are the costs? available at: <a href="http://cbpp.org/8-21-01socsec.htm">cbpp.org/8-21-01socsec.htm</a></p> <p>Also read: Social Security Commission plans would entail substantial benefit reductions and large subsidies for private accounts: available at: <a href="http://cbpp.org/6-18-02socsec-pr.htm">cbpp.org/6-18-02socsec-pr.htm</a></p>
7/10/03	<p><b>No class</b></p>	
Week 7 7/15/03	<p><b>Newspaper report/current event analysis 5 due</b></p> <p>Application of policy analysis: Housing and social service issues for underserved populations (low-income working families; rural residents; people with disabilities)</p> <p>Policy advocacy and practice for populations at risk and underserved populations:</p>	<p>Ellis, Ch. 11</p> <p>Swartz, R. &amp; Miller, B. (2002). Welfare reform and housing. <u>The Brookings Institution Policy Brief No. 16.</u></p> <p>Popkin, S. (2002). The HOPE VI Program: What about the residents? Washington, DC: Urban Institute.</p> <p>Jansson, B. (2003). Articulating four rationales for participating in policy advocacy (pp. 34-66). Chapter 2 of <u>Becoming an effective policy advocate</u>. Pacific Grove, CA. Brooks/Cole: Thompson.</p>
7/17/03	<p><b>Individual policy analysis paper due</b></p> <p>Policy-check-in: Are there any innovative and cost-effective programs?</p> <p><b>In-class time for group project</b></p>	
Week 8 7/22/03	<p>Application of policy analysis: Health and mental health programs and policies (<b>Guest speaker: Louise Lynch</b>, Austin Travis County MHMR)</p>	<p>Dubay, L., Hill, I. &amp; Kemmney, G. M. (2002). Five things everyone should know about SCHIP: available at: <a href="http://urban.org/url.cfm?ID=310570">urban.org/url.cfm?ID=310570</a></p> <p>Long, S. (2003). Hardship among the uninsured: available</p>

7/24/03	<p>Pro-con debates: (1) Do we need a national health care policy? and (2) Is managed care containing costs and improving access to quality health care?</p> <p><b>Class presentation</b></p>	<p>at: <a href="http://urban.org/url.cfm?ID=310775">urban.org/url.cfm?ID=310775</a></p> <p>Mental Health Parity Act Summary: available at: <a href="http://mentalhealth.org/cmhs/ManagedCare/parity/Summary.asp">mentalhealth.org/cmhs/ManagedCare/parity/Summary.asp</a></p> <p>Mark, T. L. et al. (2003). Medicaid expenditures on behavioral health care. <i>Psychiatric Services</i>, 54 (2), 188-194.</p> <p>Semansky, R. M. et al (2003). Behavioral health screening policies in Medicaid programs nationwide. <i>Psychiatric Services</i>, 54 (5), 736-739.</p> <p>Howell, E. M. et al. (2000). Mental health benefits under SCHIP. <i>Health Affairs</i>, 19 (6), 291-297.</p> <p>Karger et al., Debates 10 &amp; 14</p>
Week 9 7/29/03	<p><b>Class presentation</b></p>	

### XIII. Explanation of Assignments

#### 1. Weekly news report/current event analysis (5 typed, double-spaced, 1- to 2-page papers due designated Tuesdays; 15 points total)

Students are required to submit a 1- to 2-page summary and critical analysis of a newspaper or magazine article about social problems and/or policy issues of interest or legislative bills being discussed. It is recommended that the students make efforts to find news items or articles that have relevance to the week's class topic. (Because most policy debates, policy-making and other legislative activities are not common during summer time, students are allowed to make reports on other newsworthy items that may not be directly relevant to the class topic.) Students should clip the newspaper and/or magazine article and attach it to the paper. The instructor will choose 2 or 3 papers and we will have in-class discussions at the beginning of every Thursday class.

Because of the idiosyncratic nature of each news item or article, no firm guidelines for the report are provided. However, student may consider the following in their reports:

- a. Identification and discussion the nature and extent of social problems (and/or policy issues)
- b. Description of the population groups who are negatively or positively affected.
- c. Stake holders, special interests, an other important actors
- d. Significance of the program/policy in consideration/implementation
- e. Your analysis of the strengths and weaknesses of the (proposed) policies/programs

- f. Any questions or innovative ideas you may have regarding any aspect of the problems and/or policies

**2. In-class pro-con debate (participation in one debate team: 10 points): Rationale: Those that do not know their opponents' arguments do not completely understand their own.** Students will be assigned to participate in a debate team consisting of 2 concurring and 2 opposing members. Each team will be assigned a team moderator, who will act as the facilitator and time keeper of the debate. Debate issues have already been selected from one of the text books, but the students are required to conduct additional research on the issues and present the concurring or opposing views in a scholarly and professional manner. Each debate team will be allowed 20 minutes to exchange their views and 5 minutes to answer any questions from the audience. Questions and answers should draw attention to the strengths of your team's argument and the weaknesses of your opponents in an attempt to win the audience to your point of view. The instructor will grade each student individually based upon her/his contribution within the debate, the thoroughness of the arguments, and the degree to which s/he demonstrate knowledge of the subject matter.

**3. Book review report (typed, double-spaced, 4-page; due July 8th, 15 points):** Students are required to read a nonfiction book whose subject matter is a social problem and/or social policy affecting members of a marginalized or vulnerable population group, and write a 5-page book review that is thoughtful, scholarly, and policy-oriented. The following books are recommended. However, students may choose other books of interest as long as the books are nonfiction and based on research anchored in the real world situations (including interviews with the affected people, practitioners, or biographical materials).

Crosson-Tower, C. (2003). From the eye of the storm: The experience of a child welfare worker. Boston: Allyn & Bacon. (This book can be purchased at the University Bookstore in a bundle with one of the required textbooks by Karger et al.)

Dash, L. (1997). Rosa Lee: A mother and her family in urban America. New York, NY: Plume.

Ehrenreish, B. (2002). Nickle and dimed: On (not) getting by in America. Owl Books.

Funiciello, T. (1993). Tyranny of Kindness: Dismantling the welfare system to end poverty in America. New York: Atlantic Monthly Press.

Kozol, J. (1995). Amazing grace. New York, NY: Perennial Press.

Lamb, W. (2003). Couldn't keep it to myself: Testimonies from our imprisoned sisters. Reagan Books

LeBlanc, A. N. (2003). Random family: Love, drugs, trouble, and coming of age in the Bronx. Scribner Books.

Given the idiosyncratic nature of each book, no firm guidelines for the book review are provided. However, student may consider the following in their review:

- a. What was the nature and extent of social problems (and/or policy issues) that are dealt with in the book?
- b. Who were the ones that were negatively or positively affected by the social problem(s)?
- c. What goals did the author try to achieve by writing the book?
- d. What are the most important social policy lessons that you took from this book?
- e. Any policy and program ideas you may have to alleviate the problems?

**4. Policy analysis paper (double-spaced, 7-page; due July 17<sup>th</sup>; 30 points):** In this paper, you are asked to (1) select a current social policy or program of your interest at any level of government – federal, state, or local; (2) describe the nature and scope of the social problem(s) that the policy/program is intended to address; (3) analyze the effectiveness and efficiency of the policy/program in addressing the social problem(s); and (4) make recommendations for improving the effectiveness. You are required to conduct a scholarly investigation of the topic of your choice based on review of relevant statistics and existing literature. Note: Stress is on thorough literature review of the topic, logical consistency in writing\*, and strong implications for social policy or social work practice. (\*Empirically substantiated statements and good writing skills.)

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 the paper

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

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

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

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

IV. Conclusion and Policy Recommendations (10 points)

Based on your analysis and critique, state needed improvement in current policies and programs if you found them inadequate: What *goals* should be set to improve things? What policy strategies can achieve these goals? *Who* should take responsibility for improving things? What costs 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. (Articles 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 a reference source. Newspaper articles may be cited only when the subject is brand new and academic and research-based reference materials are nonexistent. Sources from the Internet may be cited (with proper citations, of course) when they are of 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.

**5. Group presentation and policy practice paper (class presentation on July 24<sup>th</sup> & 29<sup>th</sup> and a double-spaced, 12-page paper due July 31<sup>st</sup>; 30 points total):** For this assignment, your 5-person group is asked to identify a current policy-practice issue of vital importance to a Texas community or the state of Texas and provide a presentation to the class which outlines the nature of the policy issue and provides recommendations for the development of a feasible policy solution. Each group will be allowed 25 minutes to

present their work in class during the last two weeks of the course. Each group must provide class members a 2-3 page synopsis of their work at the time of the oral presentation. In addition, each group must submit a 15-page paper to the instructor by July 31<sup>st</sup>. Recommended guidelines for the presentation and the paper are:

I. Identification of the problem and rationale for putting this problem on the public's agenda (5 points):

- Why is this an important issues that deserve attention from practitioners, policy-makers, and administrators?
- What is the nature and scope of suffering experienced by the target population group(s)? Provide some empirical evidence.

II. Absence of and deficits in existing programs/policy (5 points):

- Why are the current programs and policy, if any, not sufficient in dealing with the problem?; or
- Why has there been no program or policy? (Value conflict, no funding, lack of advocacy...?)

III. Description of your program/policy: Its goals and objectives, target populations, and provisions (5 points)

- What do you expect your program/policy to achieve? How?
- Would there be any eligibility criteria?
- What would the program offer in terms of benefits to the target population?

IV. Service delivery and funding mechanism (5 points):

- How would the program/provisions be set up? Organizational structure?
- How much will it cost to run the program? Why?
- What funding sources will you use to support the program?

V. Program/policy monitoring and outcome evaluation (5 points):

- How will you evaluate the effectiveness of the program? How do you know it works?
- Identify unintended consequences that might occur and why? What will you do about them?

VI. Policy advocacy strategies (5 points):

- What strategies will you use to "sell" your idea to the legislature, administrator, public, etc.. Discuss realistically about your ability to sell this idea (most social problems don't sell easily).

VII. References: APA style

**XIX. Bibliography**

Anders, G. (1996). *Health against wealth*. New York: Houghton Mifflin.

Burch, H. A. (1996). *Basic social policy and planning: Strategies and practice methods*.

Binghamton, NY: Haworth.

Conley, D. (1999). *Being Black, Living in the Red: Race, Wealth, and Social Policy in America*.

Berkeley, CA: University of California Press.

DiNitto, D. (2003). *Social welfare: Politics and public policy* (5th edition). Boston: Allyn and

Bacon.

Dobelstein, A. W. (1996). *Social welfare: Policy and analysis* (2<sup>nd</sup> edition). Chicago: Nelson-

Hall.

Dunn, W. N. (1994). *Public policy analysis: An introduction*. (2<sup>nd</sup> edition). Englewood Cliffs:

Prentice Hall.

Feldman, J. L., and Fitzpartick, R. J.(Eds.)(1992). *Managed Mental Health Care*. Washington,

DC: American Psychiatric Association Press.

Gil, D.G.(1992). *Unraveling social policy: Theory, analysis and political action towards social equity* (5th edition). Rochester, VT: Schenkman Press.

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- Gilbert, N. & Terrell, P. (2002). *Dimensions of social welfare policy* (5<sup>th</sup> edition). Boston: Allyn & Bacon.
- Haynes, K., and Mickelson, J. (1996). *Affecting change: Social workers in the political arena*, 3rd ed. New York: Longman.
- Jansson, B. (2003). *Becoming an effective policy advocate*. Pacific Grove, CA. Brooks/Cole: Thompson.
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- Karger, H. J. & Stoesz, D. (2002). *American social policy: A pluralist approach* (4<sup>th</sup> edition). Boston: Allyn & Bacon.
- Kongstvedt, P. J.(1995). *Essentials of managed health care*. Gaithersburg: Aspen Publishers.
- Levin, B. L., and Petrila, J.(1996). *Mental health services: A public health perspective*. New York: Oxford University Press.
- Manderscheid, R., and Sonnenschein, M.A.(1999). *Mental Health, United States, 1998*. Rockville: Center for Mental Health Services.
- Mauer, B., Jarvis, D., Mockler, R., and Trabin, T.(1995). *How to respond to managed behavioral health care*. Tiburon, CA: CentraLink Publications.
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- McCandless, P. (1996). *Moonlight, Magnolias, Madness: Insanity in South Carolina from the colonial period to the progressive era*. Chapel Hill: University of North Carolina Press.
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- McFate, K., Lawson, R., Wilson, W. J. (1995). *Poverty, inequality and the future of social policy: Western states in the new world order*. New York: Russell Sage.
- Mieczkowski, T. (Ed.). (1992). *Drugs, crime, and social policy*. Boston: Allyn & Bacon.
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- Patton, C.V., and Sawicki, D.S.(1993). *Basic methods of policy analysis and planning*, (2nd. Edition). Englewood Cliffs, NJ: Prentice Hall.
- Popple, P. R. & Leighninger, L. (1996). *Social work, social welfare, and American society* (3<sup>rd</sup> edition). Boston: Allyn & Bacon.
- Rochefort, D.A.(1993). *From poorhouses to homelessness: Policy analysis and mental health care*. Westport, CT. Auburn House.
- Rognehaugh, R.(1998). *The managed health care dictionary*. Gaithersburg: Aspen Publications.
- Rothman, D. J.(1971). *The discovery of the asylum: Social order and disorder in the new republic*. Boston: Little, Brown and Co.
- Schamess, G., and Lightburn, A.(eds. 1998). *Humane managed care?* Washington, DC:NASW Press.
- Van Wormer, K. (1997). *Social welfare: A world view*. Chicago: Nelson-Hall
- Weiss, L. D.(1997). *Private Medicine and Public Health: Profit, politics and prejudice in the American health care enterprise*. Boulder: Westview Press.

## **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: [ihs.gov](http://ihs.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 for 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>  
Legislation(copies of historical laws): <http://lcweb2.loc.gov/const/mdbquery.html>  
National Alliance for the Mentally Ill: [nami.org](http://nami.org)  
National Institutes 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 on 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)  
President's New Freedom Commission on Mental Health: [mentalhealthcommission.gov/](http://mentalhealthcommission.gov/)  
Rand Drug Abuse Policy Research Center: [rand.org/centers/dprc](http://rand.org/centers/dprc)  
Robert Wood Johnson Substance Abuse Policy Research Center: [phs.bgsu.edu/sshp/rwj/rwj.htm](http://phs.bgsu.edu/sshp/rwj/rwj.htm)  
Substance Abuse and Mental Health Services Administration: [samhsa.gov](http://samhsa.gov)  
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)  
Knowledge Exchange Network: [ken@mentalhealth.org](mailto:ken@mentalhealth.org)  
Office of Managed Care: [mentalhealth.org/cmhs/managedcare](http://mentalhealth.org/cmhs/managedcare)  
National Association of State Mental Health Program Directors: [nashpd.org](http://nashpd.org)  
National Mental Health Association: [nmha.org](http://nmha.org)  
National Mental Health Information Center: The Center for Mental Health Services: [mentalhealth.org/cmhs/ManagedCare/resource](http://mentalhealth.org/cmhs/ManagedCare/resource)  
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 Department of Health: [tdh.state.tx.us](http://tdh.state.tx.us)