

California State University, Chico
School of Social Work
Master of Social Work Program

SWRK 654: SOCIAL POLICY IN MENTAL HEALTH SERVICES
Spring 2010

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I. COURSE DESCRIPTION

SWRK 654: Social Policy in Mental Health Services **3.0 units**

This course prepares students to analyze mental health policies and services and their impact on client systems. Students examine factors underlying development of the current mental health system as a basis for developing strategies for policy change, as well as planning and implementing improved policies and services. *Prerequisites: Completion of foundation year and concurrent enrollment in SWRK 652, SWRK 653, and SWRK 658.*

II. PURPOSE OF THE COURSE

Social workers need to be aware of the large and small scale structures that formally and informally shape the context of their practice with persons experiencing mental health problems. Social work practice with this population of clients is challenging due to the complex multi-layered set of laws, regulations, rules and procedures that govern the actions of service organizations, their workers and all professionals who come into contact with these clients. Additionally, attention needs to be paid to the variables of culture, ethnicity, gender, age, ability, economic status, sexual orientation, and religion/spirituality that influence the development and administration of social policy. Students working in this area need knowledge of this service system and have the ability to critically analyze social policy, including issues of economic and social justice, to shape and influence family functioning across the lifespan. Students need to develop the skills to affect policies at the agency, local, regional, and state levels, acquiring techniques for collaboration and collective work.

III. MAJOR COURSE CONTENT OUTLINE

1. Introduction to mental health policy.
2. Theoretical frameworks for mental health policy.
3. The rights and responsibilities of families in a diverse society, family capacity, and the concept of "best interest" of the child.
4. State and federal laws, and policies pertaining to service for people with mental illness.

5. The mental health system as a whole, its component parts, and support for people with mental illness.
6. Issues and problems of policy and legal intervention in social work practice with people with mental illness.
7. Mental health, poverty, and issues of social and economic justice.
8. Mental health and federal devolution.
9. Building communities for mentally healthy people.
10. International problems and perspectives on mental health.
11. Mental health problems of ethnic minorities, women and others who are subject to oppression and discrimination.
12. Mental health services: Therapy, medicine, personal care, social rehabilitation.
13. Techniques and procedures:
 - a. Legal responsibilities and liabilities of caseworkers and other staff.
 - b. Conducting legal research.
 - c. Performing policy analysis.
 - d. Preparing presentations for influencing policy.

IV. MSW PROGRAM OBJECTIVES

The School of Social Work program objectives are measured in the section V table.

(Note: not all courses will address all the program objectives)

1. Prepare advanced social work practitioners who have the knowledge, skills and values to intervene with individuals, families, groups, organizations and communities, and who are committed to maintaining their professional growth through lifelong learning and continuing education;
2. Prepare advanced social work practitioners who have the knowledge, understanding and respect for people from diverse backgrounds and who can provide culturally competent social work practice at multiple system levels, and promote culturally sensitive services for diverse client systems;
3. Prepare advanced social work practitioners who can identify vulnerable populations and those factors that place them at risk, and implement strategies at multiple system levels that work to promote social and economic justice through alleviation of discrimination, oppression, and economic deprivation;
4. Prepare advanced social work practitioners who are knowledgeable about selected theories of all systems levels, and apply those theories specifically relevant for practice at multiple system levels;
5. Educate advanced social work practitioners who are knowledgeable about and can analyze social policies and services relevant to practice, and provide leadership in policy practice to influence, formulate and advocate for policies consistent with social work values;

6. Provide knowledge to graduates that enable them to provide advanced practice with multiple systems at the advanced level in the fields of mental health, and families, youth and children;
7. Prepare graduates who will engage in quantitative and qualitative research for effective practice and program evaluation to improve one’ own practice, as well as services and policies;
8. Prepare advanced social workers who will provide leadership for and act as catalysts in promoting collaborative endeavors in social service agencies in the community;
9. Prepare advanced social work practitioners who can work effectively in a broad range of social services and functions in rural and urban environments.

V. COURSE OBJECTIVES

Upon successful completion of this course, the student will be able to:

Course Objectives	MSW Program Objectives	Assignments
1. Recognize the impact of selected mental health social policies and programs and their consequences for people of all generations, for families in their diverse forms, and for local and regional communities.	3. Prepare advanced social work practitioners who can identify vulnerable populations and those factors that place them at risk, and implement strategies at multiple system levels that work to promote social and economic justice through alleviation of discrimination, oppression, and economic deprivation; 8. Prepare advanced social workers who will provide leadership for and act as catalysts in promoting collaborative endeavors in social service agencies in the community;	1, 2, 3, 4
2. Promote social justice by understanding clients' legal rights, their rights to receive services to which they are entitled, and to participate as consumers in policy evaluation, development and implementation.	3. Prepare advanced social work practitioners who can identify vulnerable populations and those factors that place them at risk, and implement strategies at multiple system levels that work to promote social and economic justice through alleviation of discrimination, oppression, and economic deprivation;	1, 2, 3, 4
3. Analyze the effects on services of various philosophical approaches for provision of services for individuals characterized as having mental illness or behavior disorders.	4. Prepare advanced social work practitioners who are knowledgeable about selected theories of all systems levels, and apply those theories specifically relevant for practice at multiple system levels;	1, 2, 3, 4, 5
4. Recognize the old, new, and current state of "mental health" in California, the United States and selected foreign countries, including demographic, historical, and social characteristics and conflicting views of the definition of "mental health."	4. Prepare advanced social work practitioners who are knowledgeable about selected theories of all systems levels, and apply those theories specifically relevant for practice at multiple system levels; 5. Educate advanced social work practitioners who are knowledgeable about and can analyze social policies and services relevant to practice, and provide leadership in policy practice to influence,	1, 2, 3, 4, 5

	formulate and advocate for policies consistent with social work values;	
5. Analyze significant county, state and federal laws and regulations governing intervention with people with mental illness or behavior disorders across the lifespan and operate ethically, responsibly, and with cultural competence under those authorities.	5. Educate advanced social work practitioners who are knowledgeable about and can analyze social policies and services relevant to practice, and provide leadership in policy practice to influence, formulate and advocate for policies consistent with social work values;	1, 2, 3, 4
6. Analyze selected judicial decisions that affect services to persons who have mental illness.	5. Educate advanced social work practitioners who are knowledgeable about and can analyze social policies and services relevant to practice, and provide leadership in policy practice to influence, formulate and advocate for policies consistent with social work values; 6. Provide knowledge to graduates that enable them to provide advanced practice with multiple systems at the advanced level in the fields of mental health, and families, youth and children;	1, 2, 3, 4

VI. INTEGRATION WITH OTHER COURSES

This course builds from the generalist practice model introduced in SWRK 600 and developed in the foundation social welfare policy and services course (SWRK 605), and foundation practicum (SWRK 631& 632). As the advanced course for policy analysis and practice in mental health settings, it uses the ecological systems perspective and lifespan development content in SWRK 601 to understand the impact of policies on individuals and families; the understanding of diversity and populations-at-risk in SWRK 612; the policy analysis models in SWRK 605; the policy research skills in SWRK 617; and the macro practice skills in SWRK 610. Successful completion of these foundation courses is essential to the acquisition of the knowledge and skills taught in the advanced policy course and their application in the advanced practicum. It also provides policy practice content for SWRK 652, taken during the subsequent semester, which prepares students for their roles as beginning supervisors, program developers and administrators. This advanced policy course is conceptually linked with SWRK 644, the macro HB&SE course for understanding the systems in which social workers and their clients function. Students will interpret how social and economic justice issues relate to services.

VII. COURSE LEARNING ENVIRONMENT

A. Students with Disabilities or Physical Limitations

It is the responsibility of students with a disability or physical limitation to initiate requests for services and accommodations at Disability Support Services, University Center, (530) 898-5959 v/t, (530) 898-4411 fax, e-mail dss@csuchico.edu. Students with a disability are encouraged, but not obligated, to register with DSS. After reviewing the student's records, the DSS adviser will determine eligibility and consult with the instructor to facilitate access.

If you need assistance in evacuating the building during a fire or other emergency please inform the instructor immediately so that arrangements can be made for your safety.

B. Attendance

Students are expected to **attend all class meetings and to arrive on time**. This is a professional program and student involvement in all classes is essential to gain knowledge and skills for competent practice. Absences from more than two classes or chronic lateness, whether "excused" or "unexcused," may result in a lowered course grade or, in extreme instances, in failing the course. Instructors may provide additional written guidelines for attendance. Students who must miss class should call or email the instructor before class begins.

Any student majoring in social work who is absent from scheduled class sessions 10% or more of the time for any reason will meet with the instructor and be referred to the MSW or BSW Director for consultation and discussion.

15 weeks of class:

MWF	= 45 classes	10%	= 4.5 classes
TTh	= 30 classes	10%	= 3.0 classes
3 hr class	= 15 classes	10%	= 1.5 classes
3yr wkend	= 8 hr days/6days	10%	= 4.8 hours

Absences Policy for Online Courses

If a student does not log on to WebCT Vista during the first two weeks of the semester, s/he will be automatically dropped from the course. Students are expected to log on to the WebCT Vista Course Modules in session and participate in weekly assignments, including discussion postings, quizzes, papers, and activities.

Absence from course participation in WebCT Vista, whether "excused" or "unexcused," may result in a lowered course grade. If a student misses one week, there will be no grade reduction. For each week over one week, s/he will receive a half grade reduction from the overall course grade.

Any student majoring in social work who is absent from scheduled class modules 10% or more of the time for any reason will meet with the instructor and be referred to the MSW or BSW Director for consultation and discussion.

A note to summer course students:

Summer classes are taught on a very short timeframe. As there is limited time available to read and grade assignments, it is essential for students to be timely in submitting their work. Summer courses must be completed before a student can continue into the fall semester.

C. Academic Honor and Honesty

It is expected that all students will conduct themselves with honor and honesty regarding their academic work during the course. All academic dishonesty, including cheating, plagiarism, and misrepresentation is prohibited. Please read the university policy regarding academic misconduct located in the University catalog and MSW Student Handbook. It includes taking information, providing information, plagiarism, misrepresentation, and other forms of academic dishonesty. Deliberate failure to properly cite another's work is cheating.

D. Writing Standards

All papers are to be double spaced with one-inch margins and 12-point font. After you spell check your papers, be sure to proofread again to ensure that the words you used were the ones that you desired. Watch for homonyms such as *there*, *their*, and *they're*. American Psychological Association (Fifth Edition) documentation is required. You are required to use the writing guidelines as described by CSUC and professional writing standards. The use of nonsexist language is expected in class discussions and written assignments.

E. Evaluation

Students' work will be graded on criteria for each assignment, exam, level of participation, etc. as described for the course as a whole. They are encouraged to meet with the instructor regarding any request to change a particular assignment or requirement to better meet her or his particular goals or learning needs.

Students are encouraged to meet with their instructors to provide feedback regarding relevance of course content, reading assignments, texts, evaluation methods and other learning experiences. This is the best way for students to provide feedback to the instructor for ongoing evaluation and course/curriculum improvement. Students also have the opportunity to provide feedback through the university's formal Student Evaluation of Teaching (SET) process.

F. Grades

Grades are determined by each student's point totals applied to the following percentages:

A = 94 - 100	B+ = 87 - 89	C+ = 77 - 79	F = ≤ 69
A- = 90 - 93	B = 84 - 86	C = 74 - 76	
	B- = 80 - 83	C- = 70 - 73	

Required Course Grades

Students must receive a grade of B or higher in all practice courses, and in all field education practicum courses, in order to proceed in the MSW program. (MSW practice courses include SWRK 608, 609, 610, 612, 641, 642, and 652.)

G. Incomplete Grades

An "incomplete" in a graduate-level course is designated as RP (report in progress), and is given only in rare circumstances when a student has serious and compelling reasons for not being able to complete all assignments for a given course. **Prior** to the end of the semester, the student must initiate a request to the instructor, indicating reasons why the work could not be completed, and present a plan for completing the missing work prior to the beginning of the following semester. The instructor will grant or deny the request. If approved, the instructor must draft a final written plan for completing the work, acquire the student's signature on the incomplete form, and along with the instructor's signature, submit the plan to the School office for the student's file.

H. Cell Phones/Pagers

The classroom is a professional environment; please respect this environment by turning cell phones and pagers off or alternatively, setting them to the 'vibrate' mode. If you are expecting to be contacted during class, notify the instructor before the class begins and take a seat near the door where you will be able to leave the room quickly and quietly so as to not to disrupt the learning experience of your colleagues.

I. Confidentiality

Learning products or discussions associated with the class will be treated as privileged; as such, they will not be shared beyond the classroom with three exceptions: 1) those discussions that indicate the likely endangerment or the compromising of the well-being of enrollees or specific persons identified as being targeted for such activity; 2) those discussions related to consultation with faculty regarding classroom conduct and student learning; and 3) those learning products that are referenced by the School of Social Work as one aspect of the instructor's retention, tenure and promotion (RTP) process and the general education review process. Student learning products included in review processes will be modified in such a way as to safeguard the identity of the student(s) and the identity of his/her/their object of study.

J. NASW Legislative Lobby Days

Students are encouraged to attend NASW-CA Legislative Lobby Days, which will be held April 11-12, 2010 in Sacramento. A large contingent of CSUC School of Social Work students is anticipated. This is an excellent opportunity to observe your profession in action, and to learn about the legislative process. The CSUC School of Social Work highly encourages all BSW and MSW students to attend the conference.

VIII. COURSE REQUIREMENTS AND ASSIGNMENTS

A: Required Texts

Scheid, T. L. & T. N. Brown (Eds.). (2010). *A handbook for the study of mental health: Social contexts theories, and systems*, Cambridge: Cambridge University Press.

Vincent, N. (2008). *Voluntary madness*, New York: Viking.

B. Additional Required Reading: (available on the course Vista Blackboard)

Behnke, S. H., J.J. Preis & R. T. Bates. (1998). *The essentials of California mental health law: A straightforward guide for clinicians of all disciplines*, New York: W. W. Norton & Company.

Blount, A. (1998). *Integrated primary care: The future of medical & mental health collaboration*, New York: W.W. Norton & Company.

California Code of Regulations (2009), *Mental Health Services Act*, April.

California Department of Finance (2008), *Final report: California Department of Mental Health, Mental Health Services Act performance audit*, Office of State Audits and Evaluations, December.

California Department of Mental Health (2005), *Vision statement and guiding principles for the Department of Mental Health implementation of the Mental Health Services Act*, February.

California Department of Mental Health (2009), *Information notice no. 09-02: Proposed guidelines for the Mental Health Services Act innovation component of the three-year*

- expenditure plan* Mayberg, CA: Author.
- California Department of Mental Health (2009), *Information notice no. 09-20: Mental Health Services Act planning estimates for fiscal year 2010/11*, Mayberg, CA: Author.
- California Institute for Mental Health (2007), *Voices of stakeholders: Listening for the roots of change*, April.
- California Network of Mental Health Clients (2004), *Position paper on the implementation of the Mental Health Services Act*, Statewide Steering Committee, CA: Author.
- County of Glenn (2009), *Mental Health Services Act workforce education and training component program and expenditure plan: Fiscal year 2009/10 update*, August.
- Cronin, T. E.. (1989) *Direct Democracy: The politics of initiative, referendum, and recall*, MA: Harvard University Press.
- Fesler, J. W. & D. F. Kettl, (1996). *The politics of the administrative process*, New Jersey: Chatham House Publishers, Inc.
- Galanti, G. (1997). *Caring for patients from different culture: Case studies from American hospitals*, Philadelphia: University of Pennsylvania Press.
- National Association for the Mentally Ill (NAMI), California Chapter (2005), *Position paper on the implementation of the Mental Health Services Act*, February.
- National Empowerment Center and the Recovery Consortium (2007), *Voices of transformation: Developing recovery-based statewide consumer/survivor organizations*, 2nd edition. Lawrence, MA: Author.
- Radin, B. A. (2002). *The accountable juggler: The art of leadership in a federal agency*, Washington, D.C.: CQ Press.
- Rodenhauser, P. (2003). *Mental health care administration: A guide for practitioners*, Michigan: The University of Michigan Press.
- Schmidt, D. E. (2005). *Writing in political science: A practical guide*, New York: Pearson-Longman.
- United Advocates for Children of California (2005), *Recommendations on the implementation of the Mental Health Services Act*, January.
- Zuberi, D. (2006). *Differences that matter: Social policy and the working poor in the United States and Canada*, New York: Cornell University Press.

C. Assessment of Student Learning and Grades

(How student learning is assessed specifically; how students are graded; grading standards)

Building upon assignment #1, class participants will develop a policy analysis paper outline using the guidelines and examples described in the Schmidt chapters. The outline shall provide the general framework for the policy analysis paper, indicating major sections and subheadings, with brief descriptions.

Assignment #3 **Not Graded** **Due 3/26/10**

Policy Analysis Paper Draft Approximately 15-20 pages double-spaced

Building upon assignment #2, class participants will draft a policy analysis paper as described in the Schmidt chapters and using the APA style. This paper will present the student's analysis of a major social policy in the State of California or at the Federal level that has been created and at least partially implemented no less than two years ago. The draft will be reviewed by the instructor to assure consistency with writing guidelines and for feedback on content, research, analysis, and presentation. This assignment is not graded, but points will be awarded for completion, and will be critical for a passing grade on the final draft.

Assignment #4 **Graded** **Due 4/30/10**

Final Policy Analysis Paper Approximately 17-23 pages double-spaced

Building upon assignment #3 and the feedback provided by the instructor, class participants will draft a final policy analysis paper as described in the Schmidt chapters and using the APA style. This is a culminating assignment that carries the most number of possible points towards the final grade. The final paper should reflect the student's understanding of the material presented throughout the semester, providing a useful analysis of a major social policy and its implementation.

Assignment #5 **Graded** **Due 4/30/10**

Policy Analysis Paper Presentation

Using conventional computer technology, class participants will present the highlights of assignment #4. The presentation will be given on one of three different classes and will last no more than 15 minutes. Presentations shall include an explanation of the topic, the legislated solution, how the solution was crafted and who supported or opposed, and any implementation highlights. Presenters will be asked to take and respond to a few audience questions.

COURSE SCHEDULE

WEEK	DATE	TOPIC	READING
1	1/29	Introduction; Mental Health Systems; System Relationships	
2	2/5	Policy Framework: Legislative, Initiatives, Oversight, Consumers Policy Analysis Topic Due	Scheid Ch. 21, 25 Cronin, Ch. 3 Fesler Ch. 1, 2 Schmidt Ch. 3
3	2/12	Political Framework: Congress, Legislature, Board of Supervisors, Mental Health Advisory Board, Associations, Consumers, Public Policy Analysis Topic Returned	Rodenhauser Ch. 2 Radin Ch. 4, 5 Schmidt Ch. 9, 11
4	2/19	How to Influence Policy: Policy Analysis, Legislative Info, Associations, Oversight Agencies, Elected Officials, and Voters Policy Analysis Paper Outline Due	Rodenhauser Ch. 4 Radin Ch. 7 Zuberi Ch. 6, 7, 8 Schmidt Ch. 12 (Pages 259-305)
5	2/26	Mental Health Finance and Financial Policy	Scheid Ch. 27 Fesler Ch. 10 DMH Letters 09-02 and 09-20
6	3/5	The Budget Process: Policy Reality Exercise Policy Analysis Paper Outlines Returned	Vincent, Voluntary Madness (start now, complete by 4-19)
7	3/12	Systems, Politics, and Money: Professional Panel	Scheid Ch. 23, 29 Voices of Transformation <ul style="list-style-type: none"> • The Recovery Movement • Recovery Focus: A New Paradigm • Finding and Using Our Voice • What We've Learned: Principles for Success

16	5/21	Finals Week	
	3/19	SPRING BREAK	
8	3/26	System Transformation: Mental Health Services Act, Prop 63 Policy Analysis Paper Draft Due	MHSA Text of Act DMH Vision & Guiding Principles Association Position Papers (there are three)
9	4/2	Systems Transformation (Con't.): Consumer Involvement	DMH Voices of Stakeholders MHSA County Plans
10	4/9	Consumer Panel Policy Analysis Paper Drafts Returned	Scheid Ch. 22 Galanti Ch. 11
11	4/16	Emerging Trends: Forensic Mental Health, Crisis Hospitalization, Conservatorships, Institutes of Mental Disease, Murphy's, Scope of Practice Issues	Scheid Ch. 24 Behnke Ch. 1, 5, 8, 10
12	4/23	Emerging Trends (Con't.): Heath Issues and Co-Morbidities, Use of Data in Decision Making, Electronic Health Records, Primary Care Integration	Scheid Ch. 26 Blount Ch. 1, 2 MCPPI Integrated Care Position Paper
13	4/30	Policy Analysis Paper Presentations Policy Analysis Papers Due	
14	5/7	Policy Analysis Paper Presentations	
15		Policy Analysis Paper Presentations Policy Analysis Papers Returned	

References

Prop 63 repeal

<http://caag.state.ca.us/initiatives/pdf/sa2005rf0008.pdf>

Yes on 63

<http://www.yeson63.org/site/PageServer>

Internet Resource List

California Department of Mental Health

<http://www.dmh.cahwnet.gov/About/about.asp>

California Mental Health Laws and Regulations, 2004 edition

<http://www.dmh.cahwnet.gov/Admin/regulations/regulations.asp>

California Department of Mental Health Statistics

<http://www.dmh.cahwnet.gov/SADA/default.asp>

National Institute of Mental Health

<http://www.nimh.nih.gov/home.cfm>

National Alliance for people with mental illness

<http://www.nami.org/>

National Association of Social Workers

<http://www.socialworkers.org/default.asp>

National Association of Social Workers – California Chapter

<http://www.naswca.org/>

NASW – California LINKS Page

<http://www.naswca.org/swlinks.html>

California Statistical Abstract

http://www.dof.ca.gov/html/fs_data/stat-abs/sa_home.htm

The Arc – a national organization that works to include people with cognitive, intellectual, and developmental disabilities in every community

<http://www.thearc.org/about.htm>

California Department of Developmental Services (DDS).

<http://www.dds.ca.gov/index.cfm>

International Center of Mental Health Policy and Economics

<http://www.icmpe.org/>

The Journal of Mental Health Policy and Economics

<http://www3.interscience.wiley.com/cgi-bin/jtoc?Type=DD&ID=85010825>

Center for the Study of Mental Health Policy and Services

<http://www.csmhps.pdx.edu/>

The Center for Mental Health Policy

<http://www.vanderbilt.edu/VIPPS/CMHP/>

Internet Links

<http://www.mentalhealth.com/p13.html>

Surgeon General's MH Report

<http://www.surgeongeneral.gov/library/mentalhealth/home.html>

Center for the Study of Issues in Public Mental Health

<http://www.rfmh.org/csipmh/>

THE CENTER FOR MENTAL HEALTH SERVICES

<http://www.mentalhealth.org/cmhs/>

Summary of Homeless Report

<http://www.huduser.org/publications/homeless/homelessness/>

National Research Center on Asian American Mental Health

<http://nrcaamh.ucdavis.edu/>

Children's Mental Health Services Research Center

<http://utcmhsrsc.csw.utk.edu/>

Bazelon Center for Mental Health Law

<http://www.bazelon.org/>

Substance Abuse and Mental Health Services Administration

<http://www.samhsa.gov/>

National Empowerment Center

<http://www.power2u.org/>

World Mental Health Project

<http://www.hms.harvard.edu/dsm/wmhp/>

Annotated Bibliography for Managed Behavioral Health Care 1989-1999

<http://www.mentalhealth.org/publications/allpubs/sma00-3424/SMA00-3424ch3.asp>

SAMHSA - Technical Assistance Publications

<http://www.treatment.org/TAPS/>

MENTAL HEALTH Resources

<http://serendip.brynmawr.edu/~www/mentalhealth/>

National Mental Health Association

<http://www.nmha.org/>

National Association of State Mental Health Program Directors

<http://www.nasmhpd.org/>

National Institute on Disability and Rehabilitation Research

<http://www.ed.gov/offices/OSERS/NIDRR/>

International Association of Psychosocial Rehabilitation Services

<http://www.iapsrs.org/>

Mental Health and Aging

<http://www.mhaging.org/>

American Association for Geriatric Psychiatry

<http://www.aagpgpa.org/>

Federation of Families for Children's Mental Health

http://www.ffcmh.org/Eng_one.htm

References

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- Appelbaum, P. (1991). Advance directives for psychiatric treatment. *Hospital and Community Psychiatry*, 42, 983-984.
- Arredondo P., et al., (1996) Operationalization of the multicultural counseling competencies. *Journal of Multicultural Counseling and Development*. 24, 42-78.
- Barbara, ? (1989). Some negative consequences of self-disclosure. In Mobray, C.T., Moxley, D.P., Jasper, C., & Howell, L.L. (Eds.) *Consumers as providers in psychiatric rehabilitation*. International Association of Psychosocial Rehabilitation, Maryland: Colburn House Publishing, 301-302.
- Baron, R. C. (2000). Employment policy: Financial support versus promoting economic independence. *International Journal of Law and Psychiatry*, 23, 375-391.
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- Bersoff, D.N., Field, R.I., Anderer, S.J., & Zaplac, T. (1999). *Law and mental health professionals: Pennsylvania*. Washington, DC: American Psychological Association
- Bickman, L., Noser, K., & Summerfelt, W. (1999). Long-term effects of a system of care on children and adolescents. *Journal of Behavioral Health Services and Research*, 26, 185-202.
- Binder, R., & McNiel, D. (1996). Application of the Tarasoff ruling and its effect on the victim and the therapeutic relationship. *Psychiatric Services*, 47(11), 1212-1215.
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- Callicutt, J. W. ,& Watkins, T. R. (eds.), (1997). *Mental health policy and practice today*. Thousand Oaks, CA: Sage Publications.

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- Chamberlin, J. 1997. A working definition of empowerment. *Psychiatric Rehabilitation*, 20(4): 43-46. (Published by Psychiatric Services out of Boston University)
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- Dolgoft, R. 1981. Clinicians as social policy makers. *Social Casework*. 62(5), 284-292.
- Estes, C. (1995). Mental health services for the elderly: Key policy elements. In Gatz, M. (Ed). *Issues in mental health and aging*, Washington, DC: American Psychiatric Press, 303-327.
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