Weekly Assignments

Each of these tasks will have a Rubric found in the Welcome Module that explains the grading standards and evaluation criteria. Rubrics are like a roadmap that guides you on how to navigate the expectations for your assignments. Here’s a breakdown of each component:

- In-class/on-line Discussions = 15% of grade; graded Complete/Incomplete. This means your participation in class or online discussions will be assessed on whether you fully complete the tasks or not. If you contribute to the discussion, your work will likely be marked as complete.
- Reading Responses = 15% of Grade: Written. Your ability to grasp and articulate what you’ve read will be evaluated. You might be asked to write about a concept, analyze an article, or respond to an idea from the readings.
- Written Reflections = 15% of Grade: Written. This section encourages you to think deeply about the material and reflect on how it relates to your personal experiences or broader contexts.
- On-Line Assignments = 20% of Grade: Written. These assignments are designed to test your understanding and application of concepts learned in class.
- Participation Hours = 20% of Grade: Written. This component assesses your active involvement in class activities, discussions, and other interactive components.
- Peer Review = 20% of Grade: Written. You will be asked to review the work of your classmates and provide feedback, which is crucial for reciprocal learning.
- Classroom Participation = 10% of Grade: Written. Your engagement in class discussions, asking questions, and contributing to the learning environment will be evaluated.
- Required Readings = 10% of Grade: Written. Your engagement with the required readings will be assessed.
- Final Project = 20% of Grade: Written. Your final project will be a comprehensive piece that synthesizes what you’ve learned throughout the course.

Each week in the class is listed as a Module in Canvas. The module will include an overview document, important dates and deadlines, and module materials. There are deadlines for certain assignments to keep you on track. Please submit assignments in Canvas in the link found in the Module for that date. Please review these. In addition, I will make myself very available the first few weeks of class to assist you in selecting and organizing your learning priorities.

Important Dates

- Tue Sep 6, 2022
- Tue Sep 13, 2022
- Tue Sep 20, 2022
- Tue Sep 27, 2022
- Tue Oct 4, 2022
- Tue Oct 11, 2022
- Tue Oct 18, 2022
- Tue Oct 25, 2022
- Tue Nov 1, 2022
- Tue Nov 8, 2022
- Tue Nov 15, 2022
- Tue Nov 22, 2022
- Tue Nov 29, 2022
- Tue Dec 6, 2022
- Tue Dec 13, 2022

Course Summary

This course, with the code 18:844:512:01 Guest Lecture, is designed to help you understand the complex role of science in shaping and researching the issues around behavioral health. Throughout the semester, you will develop skills in research and advocacy that are essential for professionals working in this field. The course delves into the behavioral health system from various angles, including public policy, access to care, and social determinants. By the end of the semester, you should be able to analyze contemporary policy issues and advocate for evidence-based solutions.

Meeting Schedule

- Lecture: 3:30pm - 5:30pm
- Office hours: 3:30pm - 4:30pm
- Canvas discussions: Civil Rights, Social Work, and Policy
- Behavioral Health News: Kaiser Family Foundation

Tools and Resources

- Canvas: your learning management tool
- Edcite: a platform for interactive assignments
- Word: for writing assignments
- Canva: for creating visual content
- Immersive Reader: for accessible learning
- Annotate References: for proper citation
- E-mail: for any class-related questions

If you need academic assistance due to extenuating circumstances, please contact the Office of Disability Services. Students must wear masks during class. Students NOT following this guideline will be asked to leave the class and the instructor may terminate the course for such students.

Note: I will use the term behavioral health as an overarching term to describe the mental health, substance use, performance/organizational, and neurodevelopmental/neurodiversity issues.

It would be remiss to have a class on behavioral health policy and not address the impacts of COVID-19 and issues of behavioral health equity in the U.S. on which you can build your career in behavioral health and help you understand the role of science in reduction of behavioral health disparities.