I. COURSE DOMAIN AND BOUNDARIES

This course develops social work policy knowledge and practice skills. Main substantive areas include history of social work and social welfare policies and programs in the United States, social policy analysis, and social work policy practice skills for social justice and social change. Students understand how political and social conditions and values (or ideology) of a time are translated into the articulation of a social problem, the process of policy formulation, and the policy’s implementation. They learn to analyze social policy in light of principles of social and economic justice. They also learn the role of policy in helping people and the current pattern of provision of social services. Students become aware of issues and problems related to social welfare programs. Students learn how evidence is used and misused in the policy process. Thus, this is a knowledge- and skill-building course, essential to becoming a social worker with a basic knowledge underlying social welfare programs and policies, and skills to apply this knowledge in practice.

II. MSW COMPETENCIES ADDRESSED IN THIS COURSE

<table>
<thead>
<tr>
<th>EPAS Competencies (2015)</th>
<th>C1</th>
<th>C2</th>
<th>C3</th>
<th>C4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate Ethical and Professional Behavior</td>
<td>Reinforced</td>
<td></td>
<td></td>
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<tr>
<td>Engage diversity and difference in practice.</td>
<td>Reinforced</td>
<td></td>
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<tr>
<td>Advance human rights and social and economic and environmental justice.</td>
<td>Emphasized</td>
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<tr>
<td>Engage in Practice-Informed Research and Research-Informed Practice</td>
<td>Reinforced</td>
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</tbody>
</table>
Engage in policy practice.  
Engage with individuals, families, groups, organizations, and communities

III. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

Student Handbook 2019

Accommodations: If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the Disability Resource Center, a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.

Pronouns: The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual’s pronouns is a critical part of an individual's identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to apologize when mistakes are made. Educational resources are available at: https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the Brown Communications Lab. If you would like help seeking additional English language resources, please visit the Global Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.
Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

IV.  WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon relationship or sexual violence, including sexual harassment and stalking: The University is committed to offering reasonable accommodations to students who are victims of relationship or sexual violence. Students are eligible for accommodations regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such accommodations may include but are not limited to implementation of a no-contact order, emergency housing, course/classroom assignment changes, assignment extensions and other academic support services. If you need to request such accommodations, please direct your requests to rsvpcenter@wustl.edu or call directly to 314-935-3445. There are four licensed RSVP counselors who serve as confidential resources. However, to implement requests for accommodations, limited information will be shared with the appropriate university administrator and/or faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.
If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting the Title IX office in Umrah Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See Mental Health Resources.

Center for Diversity and Inclusion (CDI): The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI's strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu/

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.

V. READINGS

Required Texts:

- All other course readings will be provided
VI. ORGANIZATION OF COURSE

This course will be held once a week and will consist of lectures, large and small group discussions, activities, films, macro-level skills training and client level advocacy case studies. Skills gained in this course comply with the CSWE standards for Master’s level social work education and the NASW Code of Ethics.

VII. ROLE OF FACULTY AND STUDENT

Class Attendance: You are expected to attend all class sessions. Please contact me as soon as possible if an emergency comes up or if you will be out of town during a scheduled class time.

Class Participation & Professional Investment: While there are lecture components of this class, the majority of the time will be dedicated to class dialogue. I expect everyone to participate in class discussions. Please know that disagreement with my position on any particular issue will NOT affect your grade. Class participation is worth 10% of your final grade.

Late Policy
1. Participation requires attendance and cannot be made up, except in exceptional or unexpected circumstances.
2. Oral presentations cannot be made up, except in exceptional or unexpected circumstances.
3. Written assignments are due on the deadlines, except in exceptional, extreme or unexpected circumstances. Exceptional, extreme or unexpected circumstances are at the discretion of the instructor. Unexpected circumstances may include serious illness (self or close family member) or events (e.g., family emergency) that cannot be predicted in advance.

VIII. ASSIGNMENTS AND GRADING CRITERIA

Assignments:

There are three (3) written assignments for this course, all revolving around a policy that you choose. Since you will be working with this policy all semester, I would recommend that you choose one that you are interested in or serves a population with which you want to work. Please feel free to choose your policy from these broad fields:

- Health Care Policy
- Education Policy
- Criminal Justice Policy
- Income Security Policy
- Employment/Labor Policy
- Housing Policy
- Urban Development Policy
- Policies Affecting Oppressed Groups Based on a Distinguishing Characteristic (ADA, IDEA, ADEA, Title VII of the Civil Rights Act, etc.)
• Policies that benefit the wealthy (generally tax-based)

Based on my grading rubric, as detailed below, I do give points for correct grammar, spelling and overall thoroughness of thought, so please make sure your final products are polished.

*Please make yourself familiar with the definition of plagiarism and do not engage in that practice. Plagiarism will not be tolerated and will result in a failing grade.*

**A. POLICY DEVELOPMENT PAPER**

This paper will lay the foundation for your future papers as it will define the basics of your policy. For the first paper, please discuss:
1. The scope and focus (issue/problem) of this policy;
2. The legislative history and political process through which you’re chosen piece of legislation was developed;
3. The values and ideologies on which the policy is based (as discussed in class); and,
4. How well these values and ideologies are being met by the policy as written.

This paper should be five to seven, double-spaced pages, not including the References page or any appendices. This paper should use the APA referencing format, both for in-text and end of paper references. Please use headings and sub-headings to differentiate your paper sections.

**Due Date: October 10th at the start of class.**

**25% of your final grade (250 points)**

**B. POLICY BRIEF**

A policy brief is a document that outlines the rationale for choosing a specific policy change or course of action. It is written to a known audience, such as a legislator, an executive director or a coalition. **A brief is not an academic paper**, but rather provides a targeted audience with the exact evidence needed to take action.

This paper is not neutral in tone; rather, its purpose is to convince its audience to move in a new direction.

Your policy brief will be based on the policy analyzed in your first paper.

Based on the Gilbert and Terrell framework (as discussed in class), you will first determine the value choices in your policy regarding allocations, provisions, delivery and financing/funding. You will then choose **ONE** of those choices to be the basis of your policy brief. The other choices should not be mentioned in your brief unless applicable.
Based on that one value choice, your policy brief will contain the following sections:

(1) Executive Summary;
(2) Context and importance of the problem, including a brief historical basis for the policy and the current social and economic setting for the policy. This section should demonstrate, through statistics and other data, how the policy is operating today (what are the population(s) affected, what do they look like, how is the policy helping/harming them);
(3) Critique of the portion of the policy you would like changed. Include in this section a discussion of the Gilbert and Terrell value choices made regarding this portion of the policy and alternatives that were also considered at the policy’s writing;
(4) The impact of this portion of the policy on the individual, group and structural levels. You may also comment on how the privileged populations benefit from this section;
(5) Any issues of social justice or human rights raised by this section; and,
(6) Specific recommendations for changing this portion of the policy. Please include a discussion of stakeholders who should be involved in the process. Also address any financial concerns or other barriers to change, including groups/people who may oppose the new policy.
(7) Concluding remarks.

This brief should be four to five single-spaced pages, excluding any appendices. Do not exceed the five page limit. We will look at examples of policy briefs in class, but please note that headings, subheadings and bullet points are part of a policy brief.

Due Date: November 14th at the start of class.

Grade: 40% of your final grade (400 points)

C. ADVOCACY PACKET

Your third assignment will be to design an advocacy packet to promote the policy change defined in your policy brief. Your advocacy packet will contain the following:

(1) Media Section:
   • Three Tweets to be used with a Twitter account;
   • One Letter to the Editor or Op-Ed regarding your proposed change; and,
   • A press release regarding your proposed change.
   Extra points will be awarded if your Letter to the Editor or Op-Ed is published.

(2) Community Organizing Section:
   • A specific plan to form a coalition around the policy change; and,
   • A strategy chart

(3) Lobbying Plan:
   • A professional fact sheet;
   • A list of which legislators you wish to lobby and why. Please be specific;
   • Talking points to use while lobbying; and,
• A list of who you will bring to lobby with you and why you would bring them (if appropriate).

**Due Date: By December 12th at the start of class.**

Grading: 25% of your final grade (200 points)

Grading criteria for all assignments

Grading is based on the quality of the work you turn in. If you have questions about how to do an assignment or wish to get feedback on your assignments, please make an appointment to see me. Once a grade is given, it will not be changed. Only individuals who do superior work will be assigned the grade of “A.” All written assignments should be written in accordance with the relevant citation style guidelines and employ correct grammar and spelling. If you need help writing or formatting your paper, please make an appointment with the Writing Lab to get assistance.

**D. SOCIAL WELFARE DEBATES OF THE DAY** Starting in Week 3, students will work with a partner to:

1) Present a social welfare issue that is currently the subject of debate. One student will argue one position, and the other student will argue the opposite position. Each student will be permitted a maximum of five (5) minutes to speak.

2) At the conclusion of these statements, the two students (together) will then lead a brief class discussion on this subject; and

3) upload a copy of at least one article on the subject to the Canvas discussion board **AT LEAST 24 HOURS IN ADVANCE** of the beginning of class on the day the presentation is due, and email the article to Professor Lateef.

4) Each debater must submit 1-2 page summary of (1) why you selected your social welfare policy and (2) in bullet point form, the major arguments for and against the social welfare policy.

5) Classmates will provide **written constructive feedback** to each group on their presentation.

Your grade for Social Welfare Debates of the Day is **Pass/Fail**. If you receive a Pass, you will be awarded 50 points toward your participation grade (Participation is worth a total of 100 points).

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of final grade</th>
</tr>
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<tbody>
<tr>
<td>Policy Development</td>
<td>25%</td>
</tr>
<tr>
<td>Policy Brief</td>
<td>40%</td>
</tr>
<tr>
<td>Lobbying Packet</td>
<td>25%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10% (includes your pass/fail grade for Social Welfare Debate of the Day and your weekly article summary papers (Students must submit 2-3 discussion questions based on the readings for small group sessions for 10 weeks to canvas)</td>
</tr>
</tbody>
</table>
Grading Scale:
94% - 100 A
90% - 93% A-
87% - 89% B+
84% - 86% B
80% - 83% B-
77% - 79% C+
74% - 76% C
70% - 73% C-

IX. MSW COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>Graded Assignment</th>
<th>Competencies</th>
<th>Dimensions Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Development Paper, analyzing a social, economic or community welfare policy.</td>
<td>C2, C3, C4, C5</td>
<td>Knowledge, Values, Skills, Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Policy Brief, advocating for a specific social, economic or community welfare policy.</td>
<td>C1, C2, C3, C4, C5</td>
<td>Knowledge, Values, Skills, Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Advocacy Packet, supplying journalism materials, community organization and lobbying organization plans</td>
<td>C1, C2, C3, C4, C5, C6</td>
<td>Knowledge, Values, Skills, Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Class Participation</td>
<td>C1, C2, C3, C4, C5, C6</td>
<td>Knowledge, Values, Skills, Cognitive and Affective Processes</td>
</tr>
</tbody>
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X. COURSE OUTLINE

WEEK 1: THURSDAY, AUGUST 29th

What is Social Welfare?
- Why study social welfare policy?
- Values and beliefs as the cornerstone of social welfare
- policy in America

Required Readings:
- Syllabus (in class)
WEEK 2: THURSDAY, SEPTEMBER 5th

FOUNDATIONS OF SOCIAL WELFARE AND THE SOCIAL WORK PROFESSION

Colonial Period - Elizabethan Poor Laws Industrialization
Progressive Era - Settlements & Charity Organization Societies
New Deal Era - Social Security Act
Post WW II
Social Reform - Anti-poverty programs
Retrenchment – Social welfare pull-back from the 1970s through the 1990s
The new century – Impact of the recession
Emergence of social needs and policy responses – health
Insurance and the Affordable Care Act, and immigration reform through Executive Action
Policies divided by political parties, contested through the courts

Required readings:

- Segal, Chapter 2 RESERVE

WEEK 3: THURSDAY, SEPTEMBER 12th

CONCEPTUAL FOUNDATIONS OF SOCIAL WELFARE POLICY

- Ideologies of the social welfare system
- Theories of social welfare evolution
- Paradigms of the social welfare system

Required Readings:

- Segal, Chapter 3 RESERVE

**WEEK 4: THURSDAY, SEPTEMBER 19th**

**ANALYZING AND RESEARCHING SOCIAL WELFARE POLICIES**

- Dynamics of social welfare policy development
- How is social welfare policy created?
- Models for social welfare policy analysis
- Critical theory model
- Applications of the critical theory model
- Researching public policies

**Required Readings:**

- Segal, Chapter 4 [RESERVE]
- The U.S. Constitution. Found various places online including Http://www.law.cornell.edu/constitution/constitution.overview.html [NOTE: the entire U.S. Constitution is only 4,300 words!! Read the entire document!!!]

**WEEK 5: THURSDAY, SEPTEMBER 26th**

**DELIVERY OF SOCIAL WELFARE SERVICES**

- The professionalization of social welfare services
- Invisibility of government role in social welfare
- Public and private providers
- Forms of social welfare assistance
- Relevant values and beliefs

**Required Readings:**
WEEK 6: THURSDAY, OCTOBER 3rd

SOCIAL JUSTICE AND CIVIL RIGHTS

• The professionalization of social welfare services
• Invisibility of government role in social welfare
• Public and private providers
• Forms of social welfare assistance
• Relevant values and beliefs

Required Readings:

• Segal, Chapter 6 RESERVE

WEEK 7: THURSDAY, OCTOBER 10th

POVERTY AND ECONOMIC INEQUALITY

POLICY DEVELOPMENT PAPER DUE

• Official definition of poverty - poverty line
• Absolute vs. relative poverty
• Contributing factors to poverty
• Antipoverty policies and programs
• Programs to ensure economic stability
• Program providing in-kind support
• Relativity of poverty in light of economic downturn impact
• Conflicting values and beliefs
Required Readings:

- Segal, Chapter 7 RESERVE

WEEK 8: THURSDAY, OCTOBER 17th

ECONOMICS, EMPLOYMENT, BUDGETS, AND TAXES

Importance of economics to social work
Key economic concepts
Major economic social welfare programs
Federal budget
Corporate America and the workforce
Economic downturn of 2007-08
Conflicting values and beliefs

Required Readings:

- Segal, Chapter 8 RESERVE

WEEK 9 – THURSDAY, OCTOBER 24th

SOCIAL INSURANCE

The Social Security Act
Social Insurance
Public Assistance
The future – Is Social Security solvent?
Conflicting values and beliefs

Readings:

- Segal, Chapter 9 [RESERVE]

WEEK 10 – THURSDAY, OCTOBER 31st

AGING AND SOCIAL WELFARE POLICIES AND PROGRAMS

- History of social welfare policies related to aging
- Financial security
- Health care
- Political Power

Required Readings:

- Segal, Chapter 10 [RESERVE]

WEEK 11 – THURSDAY, NOVEMBER 7th

SOCIAL WELFARE POLICIES AND PROGRAMS AFFECTING CHILDREN AND FAMILIES

- The child welfare system
- Historical development of child and family policy
- Major federal programs providing services to children and families
- Emerging social concerns

Required Readings:

- Segal, Chapter 11 [RESERVE]

WEEK 12, THURSDAY, NOVEMBER 14th

HEALTH CARE POLICY AND PROGRAMS

POLICY BRIEF DUE

• Overview of health care policy
• Overview of mental health care policy
• Major health programs
• The Affordable Care Act – how
• Emerging health policy concerns

Readings:
• Read Chapter 12 RESERVE

WEEK 13, THURSDAY, NOVEMBER 21st

US SOCIAL WELFARE AND INTERNATIONAL SOCIAL WELFARE POLICY

• History of US in relation to international populations
• Immigrants and refugees
• Globalization
• Border policies
• US compared to other nations

Readings:
• Segal, Chapter 13 RESERVE

**WEEK 14: THURSDAY, NOVEMBER 28th NO CLASS**

**WEEK 15 : THURSDAY, DECEMBER 5th**

**How to Lobby**

**Required Readings:**

• Segal, Chapter 14 [RESERVE](#)
• How Should You Lobby Decision-Makers? From the ACLU at [Http://www.aclu.org/takeaction/general/18916res20030313.html](http://www.aclu.org/takeaction/general/18916res20030313.html)

**WEEK 16: THURSDAY, DEC 12th**

**ADVOCACY PACKET DUE AT START OF CLASS**

**Final Class**

No Required Readings