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 become 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

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal
experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

**Competency 2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human
• rights at the individual and system levels; and
• engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

• use practice experience and theory to inform scientific inquiry and research;
• apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
• use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

• Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
• assess how social welfare and economic policies impact the delivery of and access to social services; and
• apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of
relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

III. COMMON PEDAGOGICAL ELEMENTS

Pedagogical elements common to all sections of this course include:

1. Across each three-hour course session, instructors are expected to vary the instruction methods. Possible multi-media pedagogies include group work, exercises, lectures, discussion, videos and guest speakers.
2. Instructors will guide students in how to use historical evidence in developing their critical thinking, understanding discrimination and other social injustices, and planning for social changes and advocacy work.
3. Students will be introduced to www.congress.gov (Library of Congress’ search engine for legislation) and other policy-related data bases as a basic skill to identify legislation that existed, currently exists, or is under discussion. Students will learn how to analyze legislation with the basic policy analysis framework. The instructors will have access to skilled professionals who can also deliver this content as guest speakers.
4. Basic policy analysis skills are one of the focuses of this course. Instructors will help students to analyze a policy and write a policy brief, in-depth policy analysis report, testimony, fact sheet, or other appropriate form of document.
5. Students will be introduced to basic concepts of policy advocacy (issue framing and promotion, coalition building, and other advocacy skills).

IV. 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.

V. 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, jw kennedy@wustl.edu, or by visiting the Title IX office in Umph 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.

VI. TEXT/REQUIRED READINGS

The following text(s) are required for this course:


If you are interested in purchasing the texts online, I would suggest logging on to www.amazon.com to find out the best price for textbooks, including used, soft cover versions (although they are not always cheaper), and rentals. Please be aware of the time delay and shipping costs when ordering on-line.

In addition to the assigned text readings, students will be expected to read the assigned Electronic Readings that are identified in each class session in the course outline prior to class. All of the Electronic Readings are available on Canvas, with a link available online at the Inside Brown website. Electronic Readings are organized by folder for each class session and can be printed for personal use. The instructor has made every effort to make available all Electronic Readings on Canvas in order to reduce course material expenses for students.

VII. ORGANIZATION OF THE COURSE

Each class session will consist of 2 components: one, a lecture/discussion on the assigned topic; and two, a guest speaker, film, or a small group or full class activity. The order of the components may vary from week to week and will depend on the availability of the speaker and/or the appropriate sequencing of the content, film, or activity.

VIII. ROLE OF FACULTY AND STUDENT

Role of Faculty

The instructor will provide a learning environment that includes information via readings, lectures, practical examples of materials, and field experiences for the class. The instructor will be available to students by appointment.
**Individual Professional Development Meetings**
The instructor will meet with each student individually over the course of the semester to discuss any issues related to the course as well as any broader professional development topics (such as practicum-related, career direction, etc.). Students should come prepared to the meeting with issues and topics he or she would like to discuss. A sign-up of available times will be distributed at the first class. Professional Development Meetings are optional for students who have had the instructor in a previous course.

**Role of Students**

**Overview**
Assigned readings are to be read prior to class and students should come to class prepared to discuss and apply knowledge obtained from the readings to the classroom discussions. Class discussion and attendance are highly valued in this course.

**Writing Style Requirements**
Please follow the guidelines in the 6th edition of the APA publication manual for format and citations in your written assignments (except with the Policy Brief assignment). This manual is available at the campus bookstore, the library, and the Communications Lab. A resource guide on the basics of APA style is available in the Course Assignments and Tools folder found on the Course Materials page on Canvas. Please avoid colloquial expressions, proofread all your documents carefully, and employ good grammar. The instructor encourages students to access the Communications Lab if they feel challenged by written assignments. Due to the popularity of the Communications Lab, students have to make appointments in advance. Delays in students accessing the Communications Lab will not affect the assignment deadline. All assignments must be typed.

**Class attendance**
Students are expected to attend all classes unless prevented by illness or emergency. Attendance will be taken at each class session. If students anticipate missing a class session, they are required to contact the instructor in advance. If you are not able to let the instructor know in advance, please follow up with a communication after the fact.

**Class participation**
Participation in the discussions and exercises in class is critical to student learning. You are expected to attend each class and to fully participate while present. Attendance and participation are noted and observed by the instructor each session and will count as 5 points per class (70 total points). Please know that disagreement with my position on any particular issue will NOT affect your grade.

**Email**
Please check your email regularly outside of class. This is the primary way I will communicate with you outside of class. I will use the broadcast email feature available through Canvas.
Because Canvas interfaces with your WebSTAC account, it is imperative that the email listed in your WebSTAC account is current and the one you use regularly.

IX. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Competencies</th>
<th>Dimensions Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Policy in the News</strong>--discussing current social, economic, environmental justice or community welfare issues that have policy implications</td>
<td>C1,C2,C3,C4,C5,C6</td>
<td>Knowledge, Values, Skills, Cognitive and Affective Processes</td>
</tr>
<tr>
<td><strong>Policy Development Paper</strong>--analyzing a social, economic, environmental justice or community welfare policy</td>
<td>C2,C3,C4,C5</td>
<td>Knowledge, Values, Skills, Cognitive and Affective Processes</td>
</tr>
<tr>
<td><strong>Response Papers</strong>--critically reacting to and analyzing course reading related to policy</td>
<td>C1,C2,C3,C4,C5,C6</td>
<td>Knowledge, Values, Skills, Cognitive and Affective Processes</td>
</tr>
<tr>
<td><strong>Letter to the Editor</strong>--advocating for a specific social, economic, environmental justice or community welfare policy</td>
<td>C1,C2,C3,C4,C5,C6</td>
<td>Knowledge, Values, Skills, Cognitive and Affective Processes</td>
</tr>
<tr>
<td><strong>Policy Brief</strong>--advocating for a specific social, economic, environmental justice or community welfare policy</td>
<td>C1,C2,C3,C4,C5</td>
<td>Knowledge, Values, Skills, Cognitive and Affective Processes</td>
</tr>
<tr>
<td><strong>Class Participation</strong></td>
<td>C1,C2,C3,C4,C5,C6</td>
<td>Knowledge, Values, Skills, Cognitive and Affective Processes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Activities</th>
<th>Competencies</th>
<th>Dimensions Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small group discussions on issues related to poverty</td>
<td>C1,C2,C3,C4,C5</td>
<td>Knowledge, Values, Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Guest speakers on social welfare policies and policy practice in action</td>
<td>C1,C2,C3,C4,C5,C6</td>
<td>Knowledge, Values, Skills, Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Classroom debate on best practices related to policy benefits</td>
<td>C1,C2,C3,C4,C5</td>
<td>Knowledge, Values, Skills, Cognitive and Affective Processes</td>
</tr>
<tr>
<td>In-class review of current federal and state bills addressing social welfare issues</td>
<td>C1,C2,C3,C4,C5</td>
<td>Knowledge, Skills</td>
</tr>
</tbody>
</table>

X. ASSIGNMENTS AND GRADING CRITERIA

The following is a description of the assignments for this course. Although these assignments will be discussed in detail throughout the course, it is important to take note of the specified grading criteria when completing assignments/papers. Omission of the required elements of
assignments will result in a lowered grade. Students are expected to submit course assignments on time (in class or electronically by 11:59pm on the date on which the assignment is due).

In this course, the instructor will attempt to minimize the importance of grades while emphasizing the importance of students displaying critical thinking and instructor offering helpful feedback. Assignments are designed to enhance student learning, give students the opportunity to process, analyze, and synthesize course material, and when possible create experiential learning opportunities. A point/letter grade system will be used for the following class assignments:

**Social Policy in the News (75 points for Component 1; 25 points for Component 2)**
This assignment is intended to increase students’ awareness of current social policy issues in the media as well as encourage student discussion. Students will sign up to share information regarding an article from current media sources (newspapers, magazines, web-based forums, etc.) that focuses on a social policy and lead a brief (10 minutes) discussion in class. Students will also post the article and a brief summary/questions about the article to the Canvas Discussions by the Tuesday prior to the discussion in class.

Students will also be required to respond to different news articles/discussions posted by other students throughout the semester. Responses should be a minimum of 75 words in length. The content of online discussion should be substantive and meaningful. Detailed guidelines on this assignment will be provided in the first class session.

**Due Date: Class Discussion--Based on dates/times on sign-up sheet**

**Policy Development Paper (100 points)**
Students are to write a paper that focuses on a policy of their choice. The policy can be any public policy whose purpose is to serve people: it can be a mental health, welfare, child welfare, health, criminal justice, education, housing, or community development policy. A one- or two-paragraph proposal describing the topic selected is due in Class #3 so that the instructor can provide feedback.

This paper will include the scope and focus (issue/problem) of this policy, the legislative history and political process through which legislation was developed, policy goals, target audience of the policy, benefits provided in policy, values and ideologies on which the policy is based, and the policy’s impact to date. Detailed guidelines on this assignment will be provided in the first class session.

**Due Date: Proposal, Class Session #3; Paper, Class Session #6**

**Response Papers (2) (50 points each)**
Students will select a course reading of their choice and complete a mini-paper that critically reactions, responds, and analyzes the reading. The paper will include a summary
presented on the issue, a discussion analyzing the issue including the student’s personal reaction to the reading, and implications of the policy ideas the student is considering for their future social work practice. Detailed guidelines on this assignment will be provided in the first class session.

Due Date: Rolling but no later than Class Session #4 (Response Paper #1) and Class Session #8 (Response Paper #2)

Letter to the Editor (50 points)
Students will write and submit a Letter to the Editor piece that focuses on the issue addressed by the policy selected for the Policy Development Paper and calls for a change in the policy or related practices. Extra credit will be given if the Letter to the Editor or Op-Ed submission is published.

Detailed guidelines on this assignment will be provided in the first class session.

Draft Due Date: Class Session #10
Submission Due Date: Class Session #12

Policy Brief (100 points)
Drawing from their practice/practicum experience, as well as their work focused on a policy over the course of the semester, students will write a policy brief to a policy maker of their choice regarding the social issue discussed in their Policy Development Paper. The brief will include a research- and historically-based summary of the issue, arguments for changing the policy, analysis on the impact of these changes, and recommendations using an evidence-based approach. Detailed guidelines on this assignment will be provided in the first class session.

Due Date: Class Session #13

Criteria for each letter grade are detailed below. Final grades will be calculated using a points-based system described in Class Session #1. An incomplete grade will be given at the end of the semester if all assignments are not turned in.

A Grade: For an assignment to receive an A grade it must include all the criteria outlined on the assignment, use APA style (when required), be well written, clearly display the student’s ability to critically think about the issue, and provide in-depth analysis of the subject.

B Grade: For an assignment to receive a B grade, it must meet the minimal standards as outlined in the assignment, show some critical analysis, and/or have few major APA or other grammatical errors. A paper that shows excellent critical analysis but is missing a component of the assignment may also receive a B grade.
**C Grade:** For an assignment to receive a C grade it will have provided a majority, but not all, of the requested information on the assignment, not use APA style correctly, and/or have significant grammatical errors.

**Grading Summary:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>% of Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>70 points</td>
<td>13%</td>
</tr>
<tr>
<td>Policy Development Paper</td>
<td>100 points</td>
<td>19%</td>
</tr>
<tr>
<td>Policy in the News Component 1</td>
<td>75 points</td>
<td>14%</td>
</tr>
<tr>
<td>Social Policy in the News Component 2</td>
<td>25 points</td>
<td>5%</td>
</tr>
<tr>
<td>Response Paper 1</td>
<td>50 points</td>
<td>10%</td>
</tr>
<tr>
<td>Response Paper 2</td>
<td>50 points</td>
<td>10%</td>
</tr>
<tr>
<td>Letter to the Editor</td>
<td>50 points</td>
<td>10%</td>
</tr>
<tr>
<td>Policy Brief</td>
<td>100 points</td>
<td>19%</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>520 points</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Grading Scale for Assignments:**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>F</td>
<td>0-69</td>
</tr>
</tbody>
</table>

**Late Submissions**
Assignments submitted to the instructor after the stated deadline will automatically receive ½ letter grade deduction (ex. a B+ becomes a B) unless significant illness or other emergency occurs. You must contact the instructor in advance *if* you can foresee an emergency delaying your assignment.

**Resubmissions**
The instructor offers students the opportunity to resubmit graded assignments (those with a B+ or lower only). While not guaranteed, this opportunity allows for the potential of increased
learning as well as an improved grade. Students wishing to resubmit must attach the originally graded assignment with the resubmitted work. Students can resubmit their work throughout the semester as many times as they wish, with the final deadline being Class Session #12.

XI. COURSE OUTLINE

Class Session 1: August 26, 2019

Topics: Introduction to Course

Objectives: Students will develop an understanding of:
- The parameters and focus of this course
- The role of critical thinking in understanding social welfare policy
- The importance of policy in social work practice

Readings: Text: None

Electronic:

NO CLASS SEPTEMBER 2, 2019—LABOR DAY HOLIDAY

Class Session 2: September 9, 2019


Objectives: Students will develop an understanding of:
- The definitions and related concepts of social policy
- The impact of social policy on social work practice
- How policy is developed and implemented in the US
- The role of social workers in policy practice
- The library resources available to students at WU in studying social policy

Readings: Text:

Electronic:


**Speaker/Exercise: Lori Siegel, GWB Library Staff**

**Class Session 3: September 16, 2019**

**Topic(s):** Framework for Social Welfare Policy Analysis: Goals, Benefits/Services, Eligibility

**Objectives:** Students will develop an understanding of:
- How to critically assess and analyze social policy, especially in context of the principles of social and economic justice
- Different models of allocating social welfare programs and services and the how values and politics influence these models
- How age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, and sexual orientation can influence client access to social welfare programs and services
- The challenges facing clients when accessing social welfare programs and services

**Readings:**

**Text:**


**Electronic:**


**Assignment Due: Policy Development Paper Proposal**

**Class Session 4: September 23, 2019**

Objectives: Students will develop an understanding of:
- How to critically assess and analyze social policy, especially in context of the principles of social and economic justice
- How age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, and sexual orientation can influence client access to social welfare programs and services
- How social welfare programs and services are funded in the US
- The linkage between federal and state entities with regards to funding social welfare programs and services
- The role of political influences upon funding for social welfare programs and services
- How social welfare programs and services are delivered in the US
- The role of nonprofit and for-profit organizations in the delivery of social welfare programs and services
- The challenges facing clients when accessing social welfare programs and services

Readings:


Speaker/Exercise: Small Group Debates

Assignment Due: Response Paper #1

Class Session 5: September 30, 2019

Topics: Foundations of US Social Welfare Policies and Programs

Objectives: Students will develop an understanding of:
- How policy is developed and implemented in the US
- The historical context in policy development and implementation
• How to use and apply critical thinking and evidence-based practice skills to the US policy making process

**Readings:**

**Text:**

**Electronic:**


*United States Constitution*. (1787).

**NO CLASS OCTOBER 7, 2019—INSTRUCTOR OUT OF TOWN**

**NO CLASS OCTOBER 14, 2019—FALL BREAK**

**Class Session 6: October 21, 2019**

**Topics:** History and Scope of Social Welfare Policies and Programs in the US Part 1

**Objectives:** Students will develop an understanding of:

• The development and implementation of specific social welfare policies during this time period in US history

• The influence of gender, race, and class in social welfare policies during the time period in US history

• How political and social conditions and values of a time period are translated into the articulation of a social problem, the process of policy formulation, and the policy’s implementation

**Readings:**

**Text:**

**Electronic:** None

**Assignment Due:** Policy Development Paper
Mid-semester evaluation

**Class Session 7: October 28, 2019**
Topic(s): History and Scope of Social Welfare Policies and Programs in the US Part 2

Objectives: Students will develop an understanding of:
• The development and implementation of specific social welfare policies during this time period in US history
• The influence of gender, race, and class in social welfare policies during the time period in US history
• How political and social conditions and values of a time period are translated into the articulation of a social problem, the process of policy formulation, and the policy’s implementation
• The history of the field of social work
• The history and role of policy and its development in the social work profession
• The importance of policy in social work practice

Readings:
Text:

Electronic:

Speaker/Exercise: Legacies of Social Change film

Class Session 8: October 4, 2019

Topic(s): History and Scope of Social Welfare Policies and Programs in the US Part 3

Objectives: Students will develop an understanding of:
• The development and implementation of specific social welfare policies during this time period in US history
• The influence of gender, race, and class in social welfare policies during the time period in US history
• How political and social conditions and values of a time period are translated into the articulation of a social problem, the process of policy formulation, and the policy’s implementation

Readings: Text:
Assignments Due: Response Paper #2

Course Session 9: November 11, 2019

Topic(s): Social Policy and the Views of Poverty

Objectives: Students will develop an understanding of:

• The different views of poverty and how these views have influenced social welfare policies and services
• The impact of social, cultural, political, and economic contexts upon these views of poverty
• The role of policy in helping people
• The impact of and changing dynamics of poverty in the US

Readings: Text:

Electronic:


**Class Session 10: November 18, 2019 Class begins at 4p in Brown Lounge**

**Topics:** The Role of Politics in Policy Development

**Objectives:** Students will develop an understanding of:
- The role of political influences in the development and implementation of specific social welfare policies
- How to assess and respond to political contexts that shape practice
- How to use and apply critical thinking skills to changing political environments

**Readings:**

**Text:**

**Electronic:**

**Speaker/Exercise:** Legislator TBA

**Assignment Due:** Letter to the Editor

**Class Session 11: November 25, 2019**

**Topics:** The Role of Politics in Policy Development

**Objectives:** Students will develop an understanding of:
- The role of political influences in the development and implementation of specific social welfare policies
- How to assess and respond to political contexts that shape practice
- How to use and apply critical thinking skills to changing political environments

**Readings:**

**Text/Electronic:** None

**Speaker/Exercise:** *Knocking Down the House* Documentary Film

**Class Session 12: December 2, 2019**

**Topic(s):** Policies in Action
Objectives: Students will develop an understanding of:

- How to critically assess and analyze social policy, especially in context of the principles of social and economic justice
- Current social policy affecting society
- The role of political influences in the development and implementation of specific social welfare policies

Readings:

Text: None

Electronic:


Internal Revenue Service. *Earned Income Tax Credit (EITC) Home page.*

The National EITC Outreach Partnership. *Home page.*

Speaker/Exercise: Vena Stevens, Gateway EITC Community Coalition

Assignment Due: Letter to the Editor Submission to the St. Louis Post-Dispatch
Resubmitted Assignments (Final Deadline)

Class Session 13: December 9, 2019

Topic(s): Policies in Action

Objectives: Students will develop an understanding of:

- How to critically assess and analyze social policy, especially in context of the principles of social and economic justice
- Current social policy affecting society
- The role of political influences in the development and implementation of specific social welfare policies

Readings: Text: None

Electronic:


Speaker/Exercise: Gina McClendon, Center for Social Development, Brown School

Assignment Due: Policy Brief

Class Session 14: December 16, 2019

Topic(s): Seeking Reform, Advocating Change, and Making Your Voice Heard

Objectives: Students will develop an understanding of:
- Current social welfare policy-related challenges facing the US
- The role of social workers in advocating and lobbying for change with social welfare policies and programs
- How evidence-based knowledge and information can be used to influence change in the policy making process
- Community organizing strategies and how to build power alongside affected communities

Readings: Text:


**Electronic:**


**Speaker/Exercise:** Rich Patton, Vision for Children at Risk
**End of semester evaluation**
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<thead>
<tr>
<th>CLASS SESSION</th>
<th>DATE</th>
<th>TOPIC(S)</th>
<th>SPEAKERS/EXERCISES</th>
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<td>Introduction to Course</td>
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<td>2</td>
<td>9.2.19</td>
<td>LABOR DAY HOLIDAY—NO CLASS THIS WEEK</td>
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<td>2</td>
<td>9.9.19</td>
<td>What is Social Welfare? What is SW Policy?</td>
<td>Guest Speaker: Lori Siegel, Brown School Library Staff</td>
<td>Chapin, Ch 1; Day, 30-59; Oleszek, 1-44; Popple/Leighninger, 1-19</td>
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<td>3</td>
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<td>Framework for SW Policy Analysis—Goals, Benefits/Services, Eligibility</td>
<td>Chapin, Ch 5; Howard, Ch 9; Lind, 21-35; Singer, 38-43</td>
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<td>4</td>
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<td>Framework for SW Policy Analysis—Service Delivery Systems, Financing</td>
<td>Small Group Debates</td>
<td>Chapin, Ch 4; Cnaan/Boddie, 224-235; Skwiot, 16-23</td>
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<td>Howard, Ch 1, 6; Jimenez, 91-126; Patterson, 6-16, 23-31, 45-58; US Constitution</td>
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<td>10.28.19</td>
<td>History and Scope of Social Welfare Policies and Programs in the US Part 2</td>
<td><em>Legacies of Social Change</em> film</td>
<td>Chapin, Ch 3, 7; Howard, Ch 2-3; Jimenez, 28-45</td>
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<td>8</td>
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<td>History and Scope of Social Welfare Policies and Programs in the US Part 3</td>
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<td>Chapin Ch 9-11; Howard, Ch 8; Haskins, 616-632</td>
<td>Response Paper #2</td>
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<td>Social Policy and the Views of Poverty</td>
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<td>11.18.19*</td>
<td>The Role of Politics in Policy Development</td>
<td>Guest Speaker: Legislator TBA</td>
<td>Howard, Ch 4, 7; Smith, 253-265</td>
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<td>11</td>
<td>11.25.19</td>
<td>The Role of Politics in Policy Development</td>
<td><em>Knock Down the House</em> documentary film</td>
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<td>12</td>
<td>12.2.19</td>
<td>Policies in Action</td>
<td>Guest Speaker: Eric Schneider, Gateway EITC Community Coalition</td>
<td>Despard/Perantie/Oliphant/Grinstein-Weiss, 1-5; Holt, 1-26; IRS EITC Home Page; Natl EITC Partnership Home Page</td>
<td>LTTE Submissions Resubmitted Assignments (Final)</td>
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<td>Guest Speaker: Gina McClendon, CSD</td>
<td>HR.2882; CBO Report on ENDA; Johnston; Sherraden, Intro; Stoess, 62-82; Yoshino, 91-104</td>
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<td>14</td>
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<td>Seeking Reform, Advocating Change, and Making Your Voice Heard</td>
<td>Guest Speaker: Rich Patton, Vision for Children at Risk End of semester evaluation</td>
<td>Chapin, Ch 6, 12; Howard, Ch 10; Alliance for Justice; ACLU; deKieffer, 161-164; Homan, 395-413; Kania/Kramer, 36-41</td>
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*Special Class Time: 4pm-7:45pm, starting in Brown Lounge