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.

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 Thomas (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. All instructors will have access to skilled professionals who can 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).

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.
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

In addition to the recommended text readings, students will be encouraged to read the assigned documents that are identified in each class session in the course outline prior to class.

VI. ORGANIZATION OF 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.
VII. 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.

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 Blackboard. 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 part of your total grade at the end of the semester.

Personal Positions

Each one of us has our own opinions and perspectives. In this class, I expect that you will share yours, as we all learn from each other. I, too, have opinions and perspectives that may differ from your own. You should feel free to state your opinions whether or not they agree with mine. Disagreement with my position on any particular issue will NEVER affect your grade.
Course Assignments

Late assignments are not accepted (outside of emergency circumstances) and will be assigned the grade of zero. Please note both due dates and times of all assignments. If you turn in an assignment over five minutes late, it will be deemed to be late. I do not allow rewrites, so please do not ask for one. Please contact me as soon as possible if you have a situation that requires special attention.

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 Blackboard. Because Blackboard interfaces with your WebSTAC account, it is imperative that the email listed in your WebSTAC account is current and the one you use regularly.

VIII. ASSIGNMENTS AND GRADING CRITERIA

Assignments:

There are three (3) written assignments, and one classroom discussion assignment, 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.

1. SOCIAL POLICY IN THE NEWS

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,
that focuses on a social policy and lead a discussion in class. Students will also post the article and a brief summary/questions about the article to the Blackboard Discussion Board by the Thursday 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.

Grade: 10% of your final grade – coupled with class participation

2. 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 your 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.

Grade: 25% of your final grade

3. 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, 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. **You do not use APA citation methods for a policy brief.**

Grade: 40% of your final grade

4. **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).

Grading: 25% of your final grade.

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, have a phone call or ask detailed questions via email. 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.

All assignments are due at the start of class.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of final grade</th>
</tr>
</thead>
<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/Policy in the News</td>
<td>10%</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-
Below 70% F

Grading Rubric
Your papers will be graded using the following rubric:
40%--the quality of your analysis and the depth of understanding that you demonstrate
30%--the clarity of your expression, response to the questions posed and organization of your ideas
20%--your use of proper grammar, spelling and the overall professional presentation of your paper.
10%--your use of references and resource materials (as appropriate for the assignment)

IX. MSW 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>Policy in the News--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>Policy Development Paper--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>Policy Brief--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>Advocacy Packet—organizing information to support advocacy on 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>Class Participation</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 policy</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>
</tbody>
</table>

X. COURSE OUTLINE

Class Session 1: August 26th

Topics: Introduction to Course

Objectives: Students will develop an understanding of:
- The parameters and focus of this course
- Assignments and expectations
- The role of critical thinking in understanding social welfare policy
- The importance of policy in social work practice
Speaker/Exercise: sign up for SOCIAL POLICY IN THE NEWS discussion dates; Guest Speaker: Lori Siegel – Reference Librarian Brown Hall

Class Session 2: September 2nd – NO CLASS – LABOR DAY

Class Session 3: September 9th


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

Readings:


Class Session 4: September 16th

Topic(s): Frameworks 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:


Class Session 5: September 23rd


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:
The President’s Budget for Fiscal year 2018 (JUST SKIM SECTIONS). From https://www.whitehouse.gov/omb/budget

State of Missouri FY’18 Budget (JUST SKIM SECTIONS) From: https://oa.mo.gov/budget-planning/budget-information/2018-budget-information


Class Session 6: September 30th

Topics: I’m Just a Bill, Yes, I’m Only a Bill: How the U.S. Government Works

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:
The U.S. Constitution. Found various places online including http://www.law.cornell.edu/constitution/constitution.overview.html


For basics of the U.S. government, see http://usgovinfo.about.com/od/rightsandfreedoms/u/gov101.htm
**Speaker/Exercise:** Social policy in the news – student led discussion; Former State Senator Scott Rupp

**Class Session 7: October 7th**

**Topics:** Putting it all together – Framework for analyzing Social Welfare Polices & History and Scope of Social Welfare Policies and Programs in the US

**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
- Practice and share with colleagues your analysis of your chosen Social Welfare Policy


**Speaker/Exercise:** Social policy in the news – student led discussion; Students share their analysis of their Social Welfare Policy

**Class Session 8: October 14th – NO CLASS- FALL BREAK**

**Class Session 9: October 21st - Policy Development Paper DUE TODAY**

**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: NO readings; Policy Development Paper DUE TODAY

Speaker/Exercise: Social policy in the news – student led discussion;
Legacies of Social Change film

Class Session 10: October 28th

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

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
• Corporate welfare policy

Readings:


Exercise: Social policy in the news – student led discussion
**Class Session 11: November 4th**

**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
- How to frame your issue for advocacy – policy briefs

**Readings:**

**Text:** None

**Reserves:**


ALEC Model Policies on Tax Reform (just look around and note anything of interest): https://www.alec.org/issue/tax-reform/

Center for Budget and Policy Priorities Tax Reform Briefs (just look around and note anything of interest): https://www.cbpp.org/tax-reform-briefs
**Speaker/Exercise:** Social policy in the news – student led discussion

**Class Session 12: November 11th – Policy Brief Due**

**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:**


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

Social policy in the news – student led discussion
Policy Brief Due

**Class Session 13: November 18th** – **WE WILL MEET AT 4PM this day to join another section for a guest speaker.**

**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:**

**Speaker/Exercise:** Social policy in the news – student led discussion: Guest Speaker: TBD

---

**Class Session 14: November 25th**

**Topic(s):** Seeking Reform and Advocating Change in Social Welfare Policies

**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

**Readings:**


American Civil Liberties Union. (2003). *How should you lobby decision-makers?*


**Speaker/Exercise:** Social policy in the news – student led discussion
**Class Session 15: December 2nd**

**Topic(s):** How to Make 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

**Readings:**


**Speaker/Exercise:** Social policy in the news – student led discussion; Guest Speaker: Shawn D’Abreu - lobbyist (invited)

---

**Class Session 16: December 9th – Advocacy Packet Due**

**Topic(s):** How to Lobby, Build Power and Influence

**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:**

A New Weave of Power, People & Politics: The Action Guide for Advocacy and Citizen Participation (Ch: 3, 10 & 14)


**Speaker/Exercise:** Guest Speakers – Chris Worth and Derek Wetherell – Community Organizers; Advocacy Packets Due
# Social Welfare Policies and Services: Course Overview
## Fall 2018, Section #6, Mondays 5:30-8:30 Instructor: Cathy Brown, MSW

<table>
<thead>
<tr>
<th>CLASS SESSION</th>
<th>DATE</th>
<th>TOPIC(S)</th>
<th>SPEAKERS/EXERCISES</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8.26.19</td>
<td>Introduction to Course</td>
<td>Lori Siegel – Guest Speaker - Reference Librarian Brown Hall</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>9.2.19</td>
<td>NO CLASS – LABOR DAY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>10.7.19</td>
<td>Wrapping up framework for analyzing Social Welfare Policy</td>
<td>Student led discussion: Social Policy in the News Students prepared to discuss/share their policy analysis for Policy Development Paper</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>10.14.19</td>
<td>Fall Break No Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>10.21.19</td>
<td></td>
<td>Student led discussion: Social Policy in the News Policy Development Paper Due</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Event Details</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>History and Scope of Social Welfare Policies and Programs in the Film: Legacies of Social Change</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.28.19</td>
<td>Social Policy and Views of Poverty</td>
<td>Student led discussion: Social Policy in the News</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.4.19</td>
<td>Policies in Action</td>
<td>Student led discussion: Social Policy in the News</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>The Role of Politics in Policy Development Pt. 1</td>
<td>Student led discussion: Social Policy in the News</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.11.19 (MEET AT 4PM)</td>
<td>The Role of Politics in Policy Development Pt. 2</td>
<td>Student led discussion: Social Policy in the News</td>
<td>Film: Knock Down the House</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Seeking Reform and Advocating Change in Social Welfare Policies</td>
<td>Student led discussion: Social Policy in the News</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>The Role of Politics in Policy Development Pt. 2</td>
<td>Student led discussion: Social Policy in the News</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.18.19</td>
<td>Seeking Reform and Advocating Change in Social Welfare Policies</td>
<td>Guest Speaker: TBD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>How to Make Your Voice Heard: Lobbying</td>
<td>Student led discussion: Social Policy in the News</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.25.19</td>
<td>How to Make Your Voice Heard: Building Power and Influence</td>
<td>Guest Speaker: Shawn D’Abreu - lobbyist (invited)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>How to Make Your Voice Heard: Lobbying</td>
<td>Guest Speaker: Chris Worth and Derek Wetherell – Community Organizers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>How to Make Your Voice Heard: Building Power and Influence</td>
<td>Review key learning from semester</td>
<td>Share Advocacy Packets with class</td>
<td>Advocacy Packet Due</td>
</tr>
</tbody>
</table>