I. COURSE DOMAIN AND BOUNDARIES

Policies shape the ways that services are delivered, financed and governed. The making and implementing of policy at national, state and local levels directly impacts the wellbeing of children, youth, and their families. The course is designed to develop a base of knowledge of and skills to influence federal, state and local policies and services for vulnerable children and families. Although the course will have a national focus, global examples will be used to frame the context of the material with a global lens.

The course uses an evidence-based and applied approach to examining and learning to influence policy in order to build the capacity of service providers and consumers in achieving social and economic justice. Consideration is given regarding how race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental disability or illness, age and national origin plays a role in the social conditions policy is designed to address, policy formation, and implementation. Attention is also given to the role of values and ethics at the individual, local, state, and federal levels may play a role in the development of policy.

You and your learning outcomes drive this course. The plan is to create a dynamic and fun space for learning, respect and growth. Are you ready?

II. MSW CORE COMPETENCIES ADDRESSED IN THE COURSE

| Demonstrate Ethical and Professional Behavior | C1 |
| Engage diversity and difference in practice. | C2 |
| Advance human rights and social and economic and environmental justice. | C3 |
| Engage in practice-informed research and research-informed practice. | C4 |
| Engage in policy practice | C5 |
| Assess individuals, families, groups, organizations, and communities | C7 |
| Intervene with individuals, families, groups, organizations, and communities | C8 |
| Evaluate individuals, families, groups, organizations, and communities | C9 |
COMMON PEDAGOGICAL ELEMENTS

Pedagogical elements common to 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 how to use historical evidence in developing their critical thinking, understanding discrimination and other social injustice, and planning for social changes and advocacy work.**
3. **Students will analyze a problem that impacts child, youth and families and use the evidence based practice approach to evaluate current policy related to addressing this problem. Students will write a policy brief, in-depth policy analysis report, testimony, fact sheet, or other appropriate form of product to recommend a new or altered policy that can address this problem.**
4. **Students will demonstrate capacity to work effectively in groups through in-class activities.**

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/](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, jw kennedy@wustl.edu, or by visiting the Title IX office in Umrah Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

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

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

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

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

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

Required Texts:

Provides a brief historical introduction to and analysis of policies in key areas of concern related to children, youth and families and explores ways of applying research.

The text has been ordered through the bookstore. A copy of the text is also available as an e-book. The link to the electronic version is [https://www.vitalsource.com/textbooks?term=9781483344553](https://www.vitalsource.com/textbooks?term=9781483344553)

Other Required Readings:
Additional required readings will be used to help students appraise current status of social conditions and to introduce the most recent discussions/perspectives on areas covered. These readings or links to access the readings will be available on Blackboard or be distributed by the instructor. Students will be expected to access and use additional readings they identify to support arguments for policy briefs.

Recommended Readings for Additional Help:
For students who feel they need additional assistance with or review of how to consume research literature, or want a good resource to serve as a reference in this area, the following book is recommended and will be on reserve:


For students interested in more discussion of policy analysis, the following book is on reserve:


Helpful on-line sites:
To assist students in locating and accessing policy and evidence for their assignments the following list is provided.

Administration for Children and Families (federal government)


Better Care Network
[https://bettercarenetwork.org/](https://bettercarenetwork.org/)

Child Welfare League of America
[https://www.cwla.org/our-work/advocacy/](https://www.cwla.org/our-work/advocacy/)

Children’s Defense Fund
Clearinghouse on International Developments in Child, Youth and Family Policies
http://www.childpolicyintl.org/

Family First Prevention Services Act

Institute for Women’s Policy Research; Work & Family
https://iwpr.org/

Library of Congress: THOMAS
http://thomas.loc.gov/cgi-bin/thomas

Missouri House and Senate Joint Bill Tracking
http://www.house.mo.gov/billcentral.aspx

National Registry of Evidence-based programs and practices:
http://www.nrepp.samhsa.gov/

Office of Juvenile Justice and Delinquency:
https://www.ojjdp.gov/

Oregon Health and Science University, Center for Evidence Based Policy
http://centerforevidencebasedpolicy.org/

Social Programs that Work:
http://www.evidencebasedprograms.org/

UNICEF
http://www.unicef.org/about/who/index_introduction.html

U.S. Department of Education, What Works Clearinghouse
http://ies.ed.gov/ncee/wwc/

Vision for Children at Risk (St Louis metro area)
http://www.visionforchildren.org/

VI. ORGANIZATION OF THE COURSE

Because of the limitations of a single class, the content will focus largely on US policies, however, some on-line resources and readings do touch on global issues. International students or those interested in future practice in other countries are encouraged to customize their individual assignments to address their area of interest. This class will be approached as a practice class and employs multiple approaches to learning including lectures, presentations by speakers, reading groups and class discussion. Because guest speakers change from course to course, these will be announced after classes begin.

VII. ROLE OF STUDENT AND INSTRUCTOR

Role of Student:
• Students are expected to attend all class sections and come prepared to participate in discussion and class activities. Assignments and papers are to be completed on time.
• Students are expected to integrate readings into their assignments as well as class discussion whenever possible. Readings should be completed prior to class.
• Absences should be cleared by notifying the instructor prior to or immediately following the absence.

If you have a learning disability, sensory, or physical disability or other impairment, or if English is your second language, and you may need special assistance in lecture, reading, assignments or testing, please notify the instructor on or before the first class so that appropriate accommodations can be made.

Role of the Instructor:

• Instructor will provide lectures, readings, and assignment information, organize classes, and be available for consultation and feedback.
• Assignments will be returned with comments in a timely manner.
• Feedback regarding topics of interest, questions or suggestions are welcomed throughout the course.

VIII. ASSIGNMENTS/GRADING CRITERIA

1. CLASS PARTICIPATION (5% of final grade, 50 points)
Class participation will account for 5% of the final grade. Attaining points is dependent upon in class participation, participation in discussion groups, and attendance. Students are expected to complete readings and assignments, attend classes and be prepared to participate in class activities and discussions.

2. WEEKLY ASSIGNMENTS (50% of final grade, 500 points)

   a. Discussion Starter (50 points) The Discussion Starter will be used in Discussion Groups. One student will be responsible each of 5 or 6 weeks to be the Discussion Leader (dependent on number of students in class). The Discussion Leader will prepare the Discussion Starter for the week and lead the group discussion. The role of Discussion Leader will rotate among the students in the group, but all students need to be prepared to discuss each assigned reading.

   The Discussion Starter will reference readings assigned for the class and list at least 3 questions related to two of the assigned articles. The questions should seek to generate thoughtful discussion of the main themes of the articles. The discussion starters may include items such as:

   • unresolved questions posed by the author(s), strategies for future action related to the topic, or
   • a view contrary to the one expressed by the author(s).

   For weeks with more than two assigned articles, the two will be designated with an asterisk (*).

   Students must submit their discussion starter questions by the start of class on their day to lead the discussion. Please upload to Blackboard.
b. In-class presentation of Policy news articles (50 points). Each week select students will sign up
to bring in a news article that is related to a current policy. The policy should be on a general
topic that is covered in class and may be from any reputable print or web based news source. In
class the student will discuss the focus of the article and the policy that is relevant to the article
and offer comments on the article. Each student will be responsible for 1 policy news article
discussion. Students should not prepare powerpoint slides. This is an informal discussion that
should last no more than 10 minutes, including time for student questions. The article must be
uploaded to Blackboard prior to the start of class on the day the student is presenting.

c. Policy Brief Responses (100 points x 4 = 400 points). This is a 1 page written assignment that the
students will turn in related to the preparation of the topic that you choose for your policy brief.
There will be 4 assigned over the course of the semester, each 100 points.

3. POLICY BRIEF (45% of total grade, 450 points)
The written brief and later oral presentation based on this brief together will be worth 45% of the course
grade; 15% will be the oral portion and 30% will be the written portion.

a. Written portion (30%, 300 points). Each student is required to complete a written policy brief
related to a major issue for children, youth and families. This can be done in relation to their
practicum or on a topic of interest. The policy solution proposed can be at the local, state or
federal level. Briefs have a much more succinct format rather than term papers (a minimum of 4
pages single spaced and maximum of 6 pages plus title page and references page) because
this is key to engaging and influencing policy makers.

The policy brief must include:
1) a title;
2) a 1-2 paragraph executive summary,
3) context and importance of problem;
4) critique of options, including consideration of whether the options include increased costs or
are cost neutral;
5) a breakdown of the specific steps or measures that need to be implemented (with
consideration of feasibility) to address the situation;
6) a closing paragraph; and
7) a bibliography using APA style.

The proposal should be evidence-based—in other words grounded in research about the problem
and potential solutions. The final version of the brief is due on November 26, 2019 by 5:30
pm.

b. Oral ignite presentation on policy brief topic (15%, 150 points). Students will give an ignite
presentation based on their brief. This is not a new assignment but rather an attempt to translate
the written brief into a succinct and influential oral presentation. Students will act as if the
audience (fellow students, instructors) were determining whether to adopt the proposal. Oral
Presentations will be offered in the last two classes.

To allow for the instructor to upload the presentations in advance of class, the slides must be e-
mailed to the instructor by 5:00 on the evening before their assigned presentation date.
GRADES
The grade for this class will be determined as follows:
1. Class participation  5%  50 points
2. Weekly assignments  50 %  500 points
3. Individual written policy brief  30 %  300 points
4. Ignite Presentation on policy brief  15 %  150 points

Grading Criteria
Except under extremely unusual circumstances, assignments must be turned in on the due date. Late assignments will result in a deduction of 5 points for each day late (including weekends) off the assignment score unless prior approval is obtained from the instructor or a compelling situation prevents prior approval. A death in the family is an example of a compelling or extreme situation.

Grade Scale:
100-94  A
93-90  A-
89-88  B+
87-84  B
83-80  B-
79-78  C+
77-74  C
73-70  C-
69 and below  F

IX.  MSW COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>GRADED ASSIGNMENTS</th>
<th>MSW Competency/ies</th>
<th>MSW Dimension/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>Demonstrate Ethical and Professional Behavior; Engage Diversity and Difference in Practice; Engage In Practice-informed Research and Research-informed Practice; Engage in Policy Practice</td>
<td>Knowledge, Skills, Cognitive and Affective Processes, Values</td>
</tr>
<tr>
<td>Weekly assignments</td>
<td>Demonstrate Ethical and Professional Behavior; Advance Human Rights and Social, Economic, and Environmental Justice; Engage In Practice-informed Research and Research-informed Practice; Engage in Policy Practice</td>
<td>Knowledge, Skills, Cognitive and Affective Processes, Values</td>
</tr>
<tr>
<td>Written Policy Brief</td>
<td>Engage Diversity and Difference in Practice; Engage In Practice-informed Research and Research-informed Practice; Engage in Policy Practice</td>
<td>Knowledge, Skills, Cognitive and Affective Processes, Values</td>
</tr>
<tr>
<td>Presentation on policy brief</td>
<td>Demonstrate Ethical and Professional Behavior; Engage Diversity and Difference in Practice; Advance Human Rights</td>
<td>Knowledge, Skills, Cognitive and Affective Processes, Values</td>
</tr>
</tbody>
</table>
X. COURSE OUTLINE

Class 1 (8/27/19): Introduction

Class 2: (9/03/19): Understanding the policy system for children and families

Guest Expert: TBD

Text: Jenson & Fraser – Chapter 1 “A risk and resilience framework for child, youth and family policy.”

Readings:

Class 3 (9/10/19): Evidence based practice and policy making and Influencing policy development/change and policy implementation

Due: Policy Brief Response 1

Text: Jenson & Fraser Chapter 10 “Toward the integration of Child, Youth and Family Policy”

Readings:


Class 4 (9/17/19): Child Welfare

Guest Experts: Melanie Moredock & Patrick Pisani – National Replication Team (30 Days to Family®) Foster & Adoptive Care Coalition

Readings:


**Class 5 (09/24/19): Poverty and Families**

*Guest Expert: TBD*

*Due: Policy Brief Response 2*

*Text:* Jenson & Fraser Chapter 2: Shanks and Danzinger “Anti-Poverty Polices and Programs for Children and Families”

**Readings:**
- Mattingly, M. (Winder 2009) Child Tax Credit Expansion Increases Number of Families Eligible for a Refund, Carsey Institute, University of New Hampshire.

**Class 6 (10/1/19): Immigration Policy**

*Guest Expert: TBD*

**Readings:**

**Class 7 (10/08/19): Education**

*Due: Policy Brief Response 3*

*Guest Expert: TBD*

*Text:* Jenson & Fraser, Chapter 4, Frey, Mandlawitz, Perry, Walker, “Education policy for children, youth and families”

**Readings:**


10/15/18: No Class; Enjoy… but not too much please!

Class 8 (10/22/19): Health Policy
Due: Policy Brief Response 4

Guest Expert: TBD

Text: Jenson & Fraser, Chapter 6: Rounds, Hall, and Huitron “Health policy for children and youth”

Readings:
Wikipedia (2009). State Children's Health Insurance Program
http://en.wikipedia.org/wiki/State_Children's_Health_Insurance_Program


Class 9 (10/29/19): Juvenile Justice

Guest Expert: TBD

Text: Jenson & Fraser, Chapter 9, Barton “Juvenile justice policies and programs”.

Readings:


Class 10 (11/05/19): Trauma Informed Care and Mental Health

Guest Expert: Nickie Steinhoff, Chief Strategy Officer - Foster & Adoptive Care Coalition

Text: Jenson & Fraser, Chapter 5: Fraser and Lanier, “Child mental health policy: Promise without fulfillment?”

Readings:
Insel, Tom, M.D. “Are Children Overmedicated?” (June 6, 2014) Director’s Blog, National Institute of Mental Health.  
http://www.nimh.nih.gov/about/director/2014/are-children-overmedicated.shtml


“Rural Children Don’t Receive the Mental Health Care They Need” (January 2009) Muskie School of Public Service, University of Southern Maine.


**Class 11 (11/12/19): Early Childhood**

Readings:


**Class 12 (11/19/19): Disability Policy**

*Guest Expert: TBD*

**Text:**
Jenson & Fraser, Chapter 7: Parish, Saville, Swaine, and Igdalsky “Policies and programs for children and youth with disabilities”

**Readings**


**Class 13 (11/26/19): Policy to Improve Child Well-being: Future Directions**
Due: Policy Brief
Class 14 (12/03/19): Ignite Presentations

Class 15 (12/10/19): Ignite Presentations