This course advances social work policy knowledge and practice skills. This course equips students with a toolkit of policy design tools used by policymakers to respond to the very real problems and opportunities existing within society. The course focuses on uncovering policy problems and opportunities, understanding, selecting, and implementing policy design tools, and applying the toolkit during interactive lab sessions. This is a hands-on course with direct application for policy advocacy, development and implementation.

II. MSW COMPETENCIES ADDRESSED IN THIS COURSE

<table>
<thead>
<tr>
<th>Competency</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate Ethical and Professional Behavior</td>
<td>C1</td>
</tr>
<tr>
<td>Engage diversity and difference in practice</td>
<td>C2</td>
</tr>
<tr>
<td>Advance human rights and social and economic and environmental justice.</td>
<td>C3</td>
</tr>
<tr>
<td>Engage in practice-informed research and research-informed practice.</td>
<td>C4</td>
</tr>
<tr>
<td>Engage in policy practice</td>
<td>C5</td>
</tr>
<tr>
<td>Evaluate individuals, families, groups, organizations, and communities</td>
<td>C9</td>
</tr>
</tbody>
</table>

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 Umrath Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

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

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

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

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

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

V. READINGS

The readings in this class will come from a myriad of sources and will be provided to the students on Blackboard, on reserve at the university library or for purchase.

VI. ORGANIZATION OF COURSE

This course will be held once a week and will consist of lectures, large and small group discussions, guest speakers, activities, and macro skills training. Skills gained in this 5 course comply with the CSWE standards for Master’s level social work education and the NASW Code of Ethics. The course outline is subject to change.

VII. ROLE OF FACULTY AND STUDENT

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

Class Participation & Professional Investment: Class participation is central to learning in this course and is part of your final grade. Please come to class prepared and ready to discuss the readings and participate in activities. Disagreement with my position on any particular issue will NOT affect your grade.

Extra Credit or Rewrites: Please do not ask if you can rewrite an assignment or get extra credit—I do not allow either.

Late Assignments: Late assignments are not accepted and will be given the grade of zero unless you have an emergency situation. Assignments are deemed late if they are five minutes past the due time on the due date. Please contact me as soon as possible if you have an emergency that would prevent you from turning in the assignment on time.
Email: Please check your email regularly. This is the primary way I will communicate with you outside of class.

Writing Help: Writing is a skill and good writing is required for the receipt of a high grade. I highly recommend you submit drafts of your papers to the Writing Center to ensure the proper use of grammar, thoroughness of thought and clear expression of ideas.

Preferred Name: If you would like to use a name other than your legal name for the purposes of this course and your time at Brown, please let me know. Washington University recognizes that many students prefer to use names other than their legal ones to identify themselves. As long as the use of this preferred name is not for the purposes of misrepresentation, the university acknowledges that a “preferred name” can and should be used where possible in the course of university education and communication. This policy is limited to first names and not surnames or family names. The university will attempt to display preferred first name to the university community where feasible and appropriate and make a good faith effort to update reports, documents and systems accordingly. As such, the student’s preferred first name may be used in the university directory, communications (e.g., press release to hometown newspapers), class rosters and other documents, except where the use of official name of record is required. The student’s official name of record will remain unchanged in all university-related systems and reports. [NOTE: A preferred name will not be shown on certain records, including paychecks, payroll records, transcripts, enrollment verification, medical records, financial aid documents and other records which require use of an official name of record. Students who wish to change their official name of record must submit official documentation (e.g., court order, divorce decree) directly to the Office of the University Registrar and Human Resources, if also employed.

VIII. ASSIGNMENTS AND GRADING CRITERIA

The assignments will be as follows:
1. Individual Policy Analysis Paper-40%
   • Project Introduction
   • Causes, Scope & Implications
   • Description and Evaluation
2. Group Project-20%
3. Homework Assignments-20%
4. Class participation-20% Class discussions will be utilized to discuss the weekly assigned readings and to assess student learning.

Grading criteria for all assignments
Grading is based on the quality of the work you turn in and contribute in class. 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. If you need help writing or formatting an assignment, please make an appointment with the Writing Lab to get assistance.
IX. MSW COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>GRADED ASSIGNMENTS</th>
<th>Competency/ies</th>
<th>Dimension/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Homework #1 - Equity</td>
<td>C3, C5</td>
<td>Knowledge, Cognitive Processes, Values</td>
</tr>
<tr>
<td>2. Homework #2 – Social and Policy</td>
<td>C3, C5</td>
<td>Knowledge, Cognitive Processes, Values</td>
</tr>
<tr>
<td>3. Individual Policy Analysis Paper</td>
<td>C3, C5</td>
<td>Knowledge, Cognitive Processes, Values</td>
</tr>
<tr>
<td>4. Group Project</td>
<td>C1, C3, C5</td>
<td>Knowledge, Skills, Cognitive Processes, Values</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE ACTIVITIES</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Case studies</td>
<td>C2, C3, C5</td>
<td>Cognitive Processes, Values</td>
</tr>
<tr>
<td>In-class exercises</td>
<td>C1, C2, C3, C5</td>
<td>Knowledge, Skills, Cognitive Processes, Values</td>
</tr>
</tbody>
</table>

X. COURSE OUTLINE

Class 1: August 28
Course Overview and Introduction

Readings
None

Class 2: September 4
Contexts of Problem and Policy goals

Readings

Homework Assignment #1 due

Class 3: September 11
Social Welfare and Public Policy Goals
In this section we continue examining policy goals and discuss the roles they play in some of the programs and policies in the United States.

Readings


Homework Assignment #2 due

Class 4: September 18
Social Justice and Policy Ethics


https://www.ted.com/talks/majora_carter_s_tale_of_urban_renewal


*Homework Assignment #2 due

Class 5: September 25
Policy Analysis Models Part I - The Rational Models

Readings
https://www.ted.com/talks/esther_duflo_social_experiments_to_fight_poverty


Class 6: October 2
Policy Analysis Models Part II The Post-Positivist Models

Readings
Shanahan, E. A., Jones, M. D., McBeth, M. K., & Lane, R. R. (2013). An Angel on the Wind:


*Policy Analysis Introduction due*

Class 7: October 9  
The Policy Process  
In this section we examine how policies are made focusing on defining policy issues, the forces that put a policy on the agenda, formulating and legitimizing a policy.


Class 8: October 16  
The Policy Process

**Readings**  


*The Causes, Scope and Implications paper due*

Class 9: October 23  
Framing Public Issues

In this section we will build on the previous concepts by examining how to use them in a way that will likely gain support from your target audience.

**Readings**  
http://frameworksinstitute.org/assets/files/PDF/FramingPublicIssuesfinal.pdf


Class 10: October 30
The Steps to Conducting a Policy Analysis

Readings

Class 11: November 6
Cost Benefit Analysis

Cost-benefit analysis plays a big role in policy analysis and so in this section we will focus on the process of CBA, what we can learn from CBA, and the limitations of CBA both technical and ethical, of CBA.

Readings


Class 12: November 13
Policy Solutions and Tools

This section involves the identification of policy alternatives (solutions to problems).

Readings


Class 13: November 20
Evaluating Policy Alternatives and Making Decisions

This section involves the identification of policy alternatives (solutions to problems). In this section we examine the types of generic policy tools generally used in policy development and the theories of how they work to change behavior and solve problems.

Readings

*Description and Evaluation paper due

Class 14: November 27
No Class – Holiday

Classes 15 and 16: December 4 and December 11
Group Presentations

Final Paper due on December 4th