I. COURSE DOMAIN AND BOUNDARIES

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>Demonstrate Ethical and Professional Behavior</th>
<th>C1</th>
<th>Reinforced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage diversity and difference in practice.</td>
<td>C2</td>
<td>Reinforced</td>
</tr>
<tr>
<td>Advance human rights and social and economic and environmental justice.</td>
<td>C3</td>
<td>Emphasized</td>
</tr>
<tr>
<td>Engage in practice-informed research and research-informed practice.</td>
<td>C4</td>
<td>Emphasized</td>
</tr>
<tr>
<td>Engage in policy practice</td>
<td>C5</td>
<td>Emphasized</td>
</tr>
<tr>
<td>Engage with individuals, families, groups, organizations, and communities</td>
<td>C6</td>
<td>Reinforced</td>
</tr>
<tr>
<td>Assess individuals, families, groups, organizations, and communities</td>
<td>C7</td>
<td>Emphasized</td>
</tr>
<tr>
<td>Intervene with individuals, families, groups, organizations, and communities</td>
<td>C8</td>
<td>Emphasized</td>
</tr>
</tbody>
</table>
III. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: Academic integrity in the completion of tests, oral presentations and written assignments (including statistical syntax) is expected. Violations of academic integrity (e.g., plagiarism) are very serious offenses. Violations will result in notification to the Assistant Dean for the appropriate (MSW or MPH) program and may result in referral to the Academic and Professional Integrity Committee, which could lead to dismissal from the program. Please review and adhere to the entire set of Academic Integrity guidelines in the student handbook on Inside Brown:

Student Handbook 2017-2018

Accommodations: If you have a learning disability, sensory, or physical disability or other impairment, and you may need special assistance in lectures, reading, written assignments, and/or exam taking, please contact the Brown School Director of Student Affairs who can provide coordination of accommodations at Washington University and the Brown School. The Disability Resource Center, a University-wide resource, provides diagnostic and academic accommodations support and referrals.

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 English Language Program (ELP), a University-wide resource which provides classes and academic English language support designed to increase non-native English speaking students' English language proficiency and to facilitate their academic success at Washington University. 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 which 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 include such activities as 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 will be at the discretion of the instructor, unless this is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices is distracting and seriously disrupts the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom during class for non-academic reasons. This use includes emailing, texting, social networking, and use of the Internet. The 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 points, a loss of the privilege of computer 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 sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and 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) 935-8761 or visiting the 4th floor of Siegle 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 shs.wustl.edu/MentalHealth

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the afore mentioned accommodations, please contact Essie Rochman, Director of Student Affairs at erochman@wustl.edu. She can assist you in navigating a myriad of concerns. Her office is in Brown Hall, room 320.
V. READINGS

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

VI. 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 which prevents 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.]

VII. ORGANIZATION OF THE 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
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.

VIII. ASSIGNMENTS AND GRADING CRITERIA

A. Class Participation – 20% of your final grade

Class participation is mandatory and I expect you to participate fully. This is a small class so that everyone’s voice is part of the conversation. Participating doesn’t mean having the “right” answer—frequently there is not one right answer. Policy work is thoughtful and creative and participating in that manner will help us all learn. Although emergencies and sicknesses do arise, I would like you to come to class, on time and ready to work.

B. Summaries- 30% of your final grade

Every week, you will write a summary of each class or of something specific that occurred during the class. The format of the summaries will be given the first week of the semester. You will submit a total of nine summaries to me.

Due date: April 24.

C. Policy Design Analysis and Presentation - 50% of your final grade

For your main assignment, you will choose one active bill that has been filed in the current session (state or federal). Please choose your bill and get it approved by me during our third class (January 30). More details will be given about this assignment during the semester.

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.

Grading scale

A 94-100
A- 90-93
B+ 87-89
B 84-86
B- 80-83
C+ 77-79
C 74-76
C- 70-73
F Below 69
Assignments are due at the start of the class session referenced.

IX. 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>Class Participation</td>
<td>C1, C2, C4; C5</td>
<td>Knowledge/Skills/Cognitive and Affective Processes/Values</td>
</tr>
<tr>
<td>Summaries</td>
<td>C1; C2; C7; C9</td>
<td>Knowledge/Cognitive and Affective Processes/Values</td>
</tr>
<tr>
<td>Policy Design Analysis and Presentation</td>
<td>C3; C4; C5; C6; C7; C8; C9</td>
<td>Knowledge/Skills/Cognitive and Affective Processes/Values</td>
</tr>
</tbody>
</table>

X. COURSE OUTLINE

Class 1: January 16
Introduction to PDL

Tool: Writing Summaries (The Comey Rule)

Readings: None

Class 2: January 23
Meet the Agriculture Act of 2014

Tool: Reading Omnibus Laws

Readings:

**Class 3: January 30**  
**From Problem to Policy Issue/Title I Ag. Act (Disaster Assistance)**

Tool: Cutting An Issue

Readings:
- Title I Ag Act **Subtitle B only**

**Class 4: February 6**  
**Boundaries and Compromises, Friends and Foes/Title V Ag. Act**

Tool: Developing 360° Vision.

Readings:
- Harris-Perry, Melissa (2017, December 15). The #MeToo Backlash is Already Here. This is How We Stop It. From http://www.elle.com/culture/career-politics/a14437760/the-metoo-backlash-how-to-stop-it/
- Title I Ag Act, **Subtitle A only** and Title XI Ag Act

**Class 5: February 13**  
**The Ins and Outs of Drafting Legislation/Title VI Ag. Act**

Tool: Drafting Legislation, The Benefits of Small Changes
Readings:

Class 6: February 20
Value Choices in Policy/Title IV Ag. Act

Tool: Policy Analysis

Readings:

Class 7: February 27
USC Title 26 is your Friend/Title II Ag. Act

Tool: Creativity in the Code—Can You Get What You Want in a Surprising Way?

Readings:

- Title II Ag Act

**Class 8: March 6**  
*Agriculture Act Panel*

Readings:

**Class 9: March 13**  
*No Class Due to Spring Break*

**Class 10: March 20**  
*Budgets and Appropriations/Title III Ag. Act*

Tools: Understanding Appropriations

Readings:
- Erbentraut, Joseph (2017, June 9). Trump’s Proposed Cuts to Foreign Food Aid are Proving Unpopular. From [https://www.huffingtonpost.com/entry/international-food-aid-budget-cuts_us_59386f84e4b0c5a35c9bad9a](https://www.huffingtonpost.com/entry/international-food-aid-budget-cuts_us_59386f84e4b0c5a35c9bad9a)
- Title III Ag Act

**Class 11: March 27**  
*Changing Minds/Title VII Ag. Act*

Tool: Running Moots, Training Messengers

Readings:
- Fair Food Network. Farm Bill Increases Support for Beginning, Veteran, Urban and Minority Farmers. From [https://fairfoodnetwork.org/from-the-field/farm-bill-increases-support-for-beginning-veteran-urban-and-minority-farmers/](https://fairfoodnetwork.org/from-the-field/farm-bill-increases-support-for-beginning-veteran-urban-and-minority-farmers/)
- Title VII Ag Act
Class 12: April 3
Advocacy and Money/Title I Ag. Act (Milk and Sugar)

Tool: Understanding the Money Game

Readings:

Class 13: April 10
Regulations and Rulemaking/Title X Ag. Act

Tool: Social Welfare Through Regulations

Readings:

Class 14: April 17
Testing and Interpreting

Tool: Social Welfare Through Litigation

Readings:

Classes 15 and 16: April 24 and May 1
Presentations