I. COURSE DOMAIN AND BOUNDARIES

This course introduces students to the quantitative and qualitative techniques of policy analysis and is intended to enable students to be critical users of policy analyses and to understand the role of policy analysis in social policy development. This course will provide a thorough and substantive introduction to the field of policy analysis for those students who are planning to continue on in the area of social policy evaluation and development. The course will present the techniques of policy analysis and teach students to critically evaluate the policies, policy analyses, and the policy analysis process.

II. MSW COMPETENCIES ADDRESSED IN THIS 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 |
| Evaluate individuals, families, groups, organizations, and communities | C9 |

III. 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, jwkennedy@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 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 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

Books

**Case Studies**

Case studies from the Harvard University Kennedy School of Government can be purchased through their website. Links for each case are provided below and under the date assigned. Students must also create a free account.

No Prison in East L.A.: Birth of a Grassroots Movement. Case #C14-00-1541.0

The Geography of Poverty: Exploring the Role of Neighborhoods in the Lives of Urban, Adolescent Poor Case #2007.0

Achieving Mental Health Parity. Case #1948.0
http://case.hks.harvard.edu/achieving-mental-health-parity/

Making the Case for Supportive Housing: Homelessness Research and Policies in New York City (A). Case #C16-07-1874.0

Examining the Role of Child Welfare in Addressing the Needs of the CSEC Population in Kentucky. Case #KS1201

**Recommended Readings**


*Additional readings will be used and will either be on reserve in the Social Work library or posted on Blackboard.*
VI. ORGANIZATION OF COURSE

The first half of the semester will be spent presenting the theoretical framework for policy analysis. The second half of the semester will be spent on examining applied social policy. The primary teaching approach in this course will be collaborative learning. Material in the course will be presented through a variety of teaching strategies, including lectures and discussions, formatted debates, guest speakers, small group projects, current events analysis, and videos. The goal is to stimulate critical thinking, intellectual creativity, and sharing of knowledge and skills with the other students. Students are responsible for their learning and required to actively participate in all these activities. Assigned readings are for the week in which they are listed and students should complete the readings prior to class and be prepared to discuss them. However, the instructor may not review all assigned readings in class.

VII. ROLE OF STUDENTS & FACULTY

The instructor expects students to:
1. Attend class.
2. Be on time.
3. Read all assigned readings before class. A poll will be taken at the beginning of class to assess how well students have retained the material.
4. Participate in class discussions.
5. Be conscious of how much “talking” space they are taking up (as a rule of thumb: spend more time listening than you do talking).
6. Turn in written assignments on time.
7. Treat classmates and instructor respectfully when challenging others’ assumptions, worldviews, opinions, and perspectives.
8. Adhere to the Brown School Electronic Devices Policy.

Class Attendance and Participation

Class attendance and active participation are expected. Since the topics become progressively more complex as the course moves forward, students will get lost unless they attend consistently and keep up with the readings and assignments. Personal opinions and debate are encouraged; however, class discussion and debate are expected to be made with knowledge of the required readings. Disagreement with the professor’s position on any particular issue will not affect your grade. The participation grade is based on attendance and class participation. Students who do not feel comfortable participating in class discussions may post comments in the forum section on Blackboard. Students may also host a blog on Blackboard that gives commentary related to course content. Please contact the professor to have a blog space created for you.

Do not ask if you will miss anything if you are absent, of course you will as content is covered each week. Your presence or absence will affect the learning environment for you and your fellow classmates. Occasionally there are unforeseen circumstances that arise that prevent a student from attending class, such as illness, an accident, presenting a paper at a conference, etc.. A student is granted an excused absence in those cases. An absence is considered excused if the student informs the professor about the absence and the professor acknowledges the absence and gives
permission to miss class. Excessive or unexcused absences will reflect in the class participation grade.

POTUS trigger warning – The professor is aware that audio, video and images of the US President can cause adverse reactions among survivors of sexual and other trauma. Effort will be given to minimize these occurrences during class, which may result in less timely, but still relevant, lecture material. Mentioning the President will likely occur during the course of class discussion.

**Communication Outside of Class**

Students can meet with the instructor outside of class to discuss the class or your work at a mutually convenient time. Send all e-mails to sfoster@vision-driven.com. I do not check my wustl account as frequently and I may not get your message until it is too late. Please check your e-mail regularly. This is the primary way I will communicate with you outside of class.

Students can expect that the instructor will:
1. Be on time.
2. Be prepared to lead lecture and facilitate class discussion.
3. Provide students with substantive feedback on assignments.
4. Grade assignments in a fair and timely manner.
5. Try hard to create and maintain a learning environment where educationally constructive dialogue occurs, and where respectful debate is encouraged.
6. Treat students respectfully when challenging their assumptions, worldviews, opinions, and perspectives.

**VIII. ASSIGNMENTS AND GRADING CRITERIA**

The assignments will be as follows:

1. **Individual Policy Analysis Paper**
   - Project Introduction
   - Causes, Scope & Implications
   - Description and Evaluation
2. **Cost-Benefit Analysis Assignment**
3. **Group Project**
4. **Homework Assignments (2)**

Weightings toward Final Course Grade:

- Class Participation………………………………………10%
- Homework Assignments……………………………….5%
- Individual Policy Analysis Paper………………………55%
  - Introduction…………………………………………..10%
  - Causes, Scope & Implications……………………….10%
  - Description and Analysis……………………………..10%
  - Completed Document………………………………..25%
- Cost Benefit Analysis Assignment………………….10%
- Group Project………………………………………….20%
Total………………………………………………..100%


Students who have been incapacitated by illness, injury, the birth of a child, death in the family or extraordinary care-giving and/or work responsibilities should approach the instructor to negotiate new due dates for assignments.

Assignments are due by midnight on the date indicated in the syllabus. Assignments are submitted through Blackboard and are subject to SafeAssign review. The feedback from the SafeAssign review is delayed for students. Therefore, the assignment will remain open on Blackboard until 5p.m. the following day. Students have until that time to notify the professor or resubmit any assignments based on SafeAssign feedback, if appropriate. The professor will contact a student if there is evidence of plagiarism to ask for an explanation. A 25% grade deduction will be made on the plagiarized assignment and the case will be turned over to the appropriate administrator.

The assignments will have all grading and feedback completed digitally. A copy will be made of the document for the professor to write margin comments. Overall comments will be made on the comment area on Blackboard. The grades on late projects will be deducted by 10% for each day late (eg. first day 10%, second day 20% ....)

The professor will spend the first part of class the class session before the assignment is due and the day the assignment is due answering questions about the assignment. Students can also post their questions on the Assignment Questions forum on Blackboard and the professor will answer them online. Students are also welcome to answer questions about the assignment in the forum.

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### X. COURSE OUTLINE

#### Theoretical Framework

1. **Course Overview and Introduction**
   
   What do analysis and evaluation mean? **January 16, 2018**

2. **Social Welfare and Public Policy Goals** **January 23, 2018**

   In this section we introduce the field of policy analysis and its context and introduce policy goals.

   *On Reserve*

   [http://www.urban.org/publications/900579.html](http://www.urban.org/publications/900579.html)


   *Homework Assignment #1 Equity Analysis due*

3. **Social Welfare and Public Policy Goals** **January 30, 2018**

   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.

   *On Reserve*

   [https://www.cbpp.org/sites/default/files/atoms/files/6-2-17health.pdf](https://www.cbpp.org/sites/default/files/atoms/files/6-2-17health.pdf)


   *Homework Assignment #2 Efficiency Analysis due*

4. **Social Justice and Policy Ethics** **February 6, 2018**
We will examine how policy values are combined when viewing situations from a social justice perspective.


On Reserve


5. Policy Analysis Models Part I - The Rational Models February 13, 2018

In this section we examine the rational policy analytical framework. We then examine some of the challenges to the rational model and proposals for a more contextual policy analysis process.


*Policy Analysis Introduction due

6. Policy Analysis Models Part II The Post-Positivist Models February 20, 2018

In this section we examine the post-positivist policy analytical framework.


On Reserve


7. **The Policy Process**

February 27, 2018

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.


Case Study - Achieving Mental Health Parity. Case #1948.0 [http://case.hks.harvard.edu/achieving-mental-health-parity/](http://case.hks.harvard.edu/achieving-mental-health-parity/)

8. **Policy Process Simulation Game**

March 6, 2018

In this section we will participate in a policy process simulation game that will give insights into the policy process. Afterward we will conduct a stakeholder analysis of the roles in the game.

On Reserve


*The Causes, Scope and Implications Project due*

Spring Break - No Classes

March 13, 2018

Policy Analysis Tools

9. **Framing Public Issues**

March 20, 2018

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.

On Reserve

Cost Analyses – Cost Benefit Analysis  April 3, 2018

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.


Recommended Reading


Cost Analyses – Cost-Effectiveness and Cost-Utility Analysis  April 10, 2018

We evaluate the potential uses of cost evaluations, review pertinent issues and present suggestions for implementing cost analysis in evaluation.

Case Study - Making the Case for Supportive Housing: Homelessness Research and Policies in New York City (A). Case #C16-07-1874.0  

Recommended Reading


*Description and Evaluation project due*

13. **Cost–Benefit Analysis Applied**  
April 17, 2018

In this section we will apply some of the cost analysis concepts and techniques learned in the previous cost-analysis sections. We will also examine the ethical issues with CBA and the value of life.

*On Reserve*


http://www.urban.org/url.cfm?ID=411746

*Cost-Benefit Project Due*

April 24, 2018

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.

Case Study - Examining the Role of Child Welfare in Addressing the Needs of the CSEC Population in Kentucky. Case #KS1201
On Reserve


* Final Policy Analysis Project due

15. Group Project Presentations May 1, 2018

*Presentations and Group Projects due