STEPHEN F. AUSTIN STATE UNIVERSITY
SCHOOL OF SOCIAL WORK
BSW PROGRAM

SWK 415
Social Welfare Policy and Legislative Analysis
Spring 2010

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Office Hours: By Appointment Only

Prerequisites: SWK 315
Corequisites: SWK 450

COURSE SYLLABUS

I. COURSE PURPOSE

This course is intended to complete the policy sequence. It builds on the generalist student's introduction to the liberal arts base and social work prerequisites presenting the history, mission and philosophy of the social work profession (SWK 215) and a survey of the development of the social welfare system in the United States, the diverse and disadvantaged populations affected and the relationship between policy/legislation and the generalist practitioner's function in the attainment of health and well-being of these populations (SWK 315).

Students will enhance their understanding of the definition, purpose and processes of social policy at multiple societal levels. They will expand their knowledge of policy formulation; external pressures exerted throughout the processes and subsequent impact on oppression and diverse at-risk populations, including client systems in rural areas. Students will then explore both the purpose and process of policy analysis in the evaluation of policies. Throughout the course students will view policy process and analysis in the context of social work values and ethics in generalist practice functions in seeking social and economic justice for all client populations.

REQUIRED TEXTS:


RECOMMENDED TEXTS:


II. CURRICULUM DESCRIPTION

The BSW program at SFASU features a generalist perspective to social work practice, defined as follows:

Generalist practice is a practice perspective that serves client systems utilizing an ecological systems approach focusing on persons, families, groups, organizations, and communities. It is not confined by a narrow cadre of theories; rather it is versatile enough to allow problems and situations, as well as strengths, capacities, and resources, to determine the practice approach. Generalist practice employs a problem solving framework and a broad knowledge, value, and skill base which demands ethical practice and on-going self-assessment. Briefly, generalist social work practice:

- Is multi-level to include individuals, families, groups, organizations, and communities
- Is multi-theory, allowing for the free selection of theories as appropriate
- Utilizes a problem identification and solving focus that follows a problem-solving framework
- Utilizes multiple interventions at multiple levels, as appropriate
- Addresses the complexity of individual, family, group, organizational, and community system interactions
- Requires an integration of awareness, competence, and professional response to issues of values, ethics, diversity, culture, social justice, and populations-at-risk

III. COURSE OBJECTIVES

1. To understand values, ethics, and ethical dilemmas and apply them to policy formulation, policy analysis and change.

2. To understand culturally relevant needs and social services of diverse groups.

3. To understand and demonstrate policy practice skills and use them to influence, formulate, and advocate for policy.

4. To apply analytical frameworks in the analysis of organizational, local, state, national and international issues in social welfare policy and service delivery.
5. To analyze and apply the results of the policy practice skills and use them to influence, formulate, and advocate for policy.

6. To analyze social welfare policies and services from the perspective of populations-at-risk and social and economic justice.

7. To identify financial, organizational, administrative and planning processes for delivering social services.

8. To demonstrate an ability to apply generalist social work concepts to the assessment and analysis of social welfare policy and legislation’s impact on individuals, families, groups, communities, and organizations.

IV. INSTRUCTIONAL METHODS

The primary instructional model for this course is collaborative learning. Specifically, I will set course content, course objectives, and methods of classroom assessment. The course will incorporate the following instructional strategies: lecture, extensive class discussion, group exercises, online activities, assigned readings, individual projects, and a group presentation. You are encouraged to actively participate in activities, ask questions, and contribute comments for discussion. You are also encouraged to offer input regarding instructional strategies and assignments. Most importantly, you are expected to be an active learner and to ask for clarification when you have questions. In order to be successful in the class, it is important that you attend regularly, read the assigned material, and come to class prepared to discuss what you have read. You will be expected to not only know the material presented, but to be able to apply it in experiential activities. Lectures will not duplicate the reading material except to clarify or to expand upon it and to review material covered in prerequisite courses. The goal of this approach is to develop a safe learning environment that addresses a variety of learning styles, promotes critical thinking, and fosters creativity.

V. COMPUTER REQUIREMENTS (per SFA Office of Instructional Technology)

This course will utilize Blackboard (myCourses) to support the delivery of course content (for help with Blackboard go to http://www.oit.sfasu.edu/webct/index.html). You will need basic skills regarding the use of a word processor and web browser. You must have access to a computer that meets the university’s minimum computer system requirements (for specific details go to http://sfaonline.sfasu.edu/gettingstarted.html). Computers are available to you through a number of labs across campus (see www.sfasu.edu or the instructor for details).
VI. COURSE OUTLINE

Week 1  Introduction- Course Overview, Blackboard, APA, Literature Reviews

Week 2  Creating the Context for Social Policy Analysis
The Idea of Public Policy
Definitions
Classifying Public Policy (Administrative, Legislative, Executive, and Judicial)

Required Readings: Chambers & Wedel 1-5; Dobblestein 21-27; Schneider & Netting; Stuart

Analyzing Social Problems, Policies, and Programs
Historical Context of Social Problems, Policies, and Programs
Social Problem Analysis (Problem Definition, Causes and Consequences, Ideology and Values, Gainers and Losers)
Social Problem Analysis and Designing Social Policies/Programs

Required Readings: Chambers & Wedel 7-29; Chapin; Gershoff, Aber, & Raver
Recommended Readings: Gringeri; Nofz; Anderson & Gryzlak

Week 3  Power & Rationality

Required Readings: Helco; Stafford; Gershoff et al.

Creating Social Policy, Programs, and Practices
Political and Legislative Process
Judiciary Process
Policy from Idea to Reality

Required Readings: Kim

Week 4  Video- Aging Out

Foster Care and the Transition to Independent Living
Overview of US HR 3443/PL 106-169 & HR 3471

Required Readings: Badeau & Gesiriech; Loman & Siegel; Pecora et al; US HR 3443, US PL 106-109, US HR 347; Wertheimer
Recommended Readings: Castro; Chapin Hall Center for Children; The Pew Commission on Foster Care, 2005a, 2005b; Perez, O’Neil, & Gesiriech; Strayhorn; USGAO, 1999a, 1999b, 2000, 2003; NFCA, 2000a, 2000b

Week 5  Overview of the Value-Critical Approach
Six Fundamental Policy Elements
Criteria for a Value-Critical Appraisal of Social Policy and Programs

Required Readings: Chambers & Wedel 31-45

Assignment A-1 Due

Models of Policy Analysis: Research, Application, and Evaluation
Examining and Evaluating Additional Models
Selecting a Model: The Incompleteness of Policy Analysis

Required Readings: Chambers & Wedel 31-45; Dobblestein 67-97; Gil; Ginsberg; Karger & Stoesz; McInnis-Dittrich

Week 6  Exam I
The Analysis of Policy Goals and Objectives in Social Programs and Policies
Goals & Objectives (Types, Differences, Purpose, Setting)
Methods of Identifying Goals and Objectives
Evaluating Program or Policy System Goals and Objectives
Required Readings: Chambers & Wedel 46-71

Week 7
Evaluating the “Fit” between Goals and Objectives and the Social Problem
Analysis
Evaluating Goals and Objectives against Traditional Economic Criteria
Evaluation Criteria Specific to Goals and Objectives
The Analyst’s Own Value Perspectives
Required Readings: Chambers & Wedel 46-71

In-class Activity 1: Analyzing Goals and Objectives
Required Readings: Chambers & Wedel 46-71; Badeau & Gesiriech; Loman & Siegel; Pecora et al; US HR 3443, US PL 106-109, US HR 347; Wertheimer
Recommended Readings: Castro; Chapin Hall Center for Children; The Pew
Commission on Foster Care, 2005a, 2005b; Perez, O’Neil, & Gesiriech; Strayhorn;
USGAO, 1999a, 1999b, 2000, 2003; NFCA, 2000a, 2000b
Assignment A-2 Due

Week 8
Analysis of Types of Benefits and Services
Classification Scheme for Benefit and Service Types
Types of Benefits and Services
Evaluating the Merit of Benefit/Service Type
Evaluating the Fit of Benefits and Services to the Social Problem Analysis
Evaluating the Merit of Benefit Forms: Adequacy, Equity, and Efficiency
Required Readings: Chambers & Wedel 72-89

In-class Activity 2: Analyzing Benefits and Services
Required Readings: Chambers & Wedel 72-89; Badeau & Gesiriech; Loman & Siegel; Pecora et al; US HR 3443, US PL 106-109, US HR 347; Wertheimer
Recommended Readings: Castro; Chapin Hall Center for Children; The Pew
Commission on Foster Care, 2005a, 2005b; Perez, O’Neil, & Gesiriech; Strayhorn;
USGAO, 1999a, 1999b, 2000, 2003; NFCA, 2000a, 2000b

Week 9
Continued

Week 10
Analysis of Eligibility Rules
Types of Eligibility Rules
Evaluating the Merits of Eligibility Rules
Additional Issues with Eligibility Rules
Required Readings: Chambers & Wedel 90-123

In-class Activity 3: Analyzing Eligibility Rules
Required Readings: Chambers & Wedel 90-123; Badeau & Gesiriech; Loman & Siegel; Pecora et al; US HR 3443, US PL 106-109, US HR 347; Wertheimer
Recommended Readings: Castro; Chapin Hall Center for Children; The Pew
Commission on Foster Care, 2005a, 2005b; Perez, O’Neil, & Gesiriech; Strayhorn;
USGAO, 1999a, 1999b, 2000, 2003; NFCA, 2000a, 2000b
Week 11  
**Analysis of Service-Delivery Systems and Social Policy and Program Design**  
Social Policy and Program Design  
Different Types of Administration and Delivery of Social Service Programs, Benefits, and Services  
Criteria for Evaluating Service Delivery  
*Required Readings:* Chambers & Wedel 124-159  

**In-class Activity 4: Analyzing Service-Delivery Systems**  
*Required Readings:* Chambers & Wedel 124-159; Badeau & Gesiriech; Casey Family Programs; Loman & Siegel; Pecora et al; US HR 3443, US PL 106-109, US HR 347; Wertheimer  
*Recommended Readings:* Castro; Chapin Hall Center for Children; The Pew Commission on Foster Care, 2005a, 2005b; Perez, O’Neil, & Gesiriech; Strayhorn; USGAO, 1999a, 1999b, 2000, 2003; NFCA, 2000a, 2000b  

**Assignment A-3 Due**

Week 12  
**Exam II**

Week 13  
**Analysis of Methods of Financing**  
Private Marketplace  
Private Funding  
Employee Benefit Funding  
Social Insurance  
Public/Government Funding  
The Privatization Movement  
*Required Readings:* Chambers & Wedel 160-204  

**In-class Activity 5: Analyzing Methods of Financing**  
*Required Readings:* Chambers & Wedel 160-204; Badeau & Gesiriech; Castro; Loman & Siegel; Pecora et al; US HR 3443, US PL 106-109, US HR 347; Wertheimer  
*Recommended Readings:* Chapin Hall Center for Children; The Pew Commission on Foster Care, 2005a, 2005b; Perez, O’Neil, & Gesiriech; Strayhorn; USGAO, 1999a, 1999b, 2000, 2003; NFCA, 2000a, 2000b

Week 14  
**Analysis of Interactions Among Policy Elements**  
Coentitlement  
Disentitlement  
Contrary Effects  
Duplication  
*Required Readings:* Chambers & Wedel 205-212  

**In-class Activity 6: Analyzing Interactions Among Policy Elements**  
*Required Readings:* Chambers & Wedel 205-212; Badeau & Gesiriech; Casey Family Programs; Loman & Siegel; Pecora et al; US HR 3443, US PL 106-109, US HR 347; Wertheimer  
*Recommended Readings:* Castro; Chapin Hall Center for Children; The Pew Commission on Foster Care, 2005a, 2005b; Perez, O’Neil, & Gesiriech; Strayhorn; USGAO, 1999a, 1999b, 2000, 2003; NFCA, 2000a, 2000b  

**Assignment A-4 Due**
Week 15

**Evaluation of Policies: Social & Economic Justice, Effectiveness, and Efficiency**

In-class Activity 7: Analyzing Social & Economic Justice, Effectiveness, and Efficiency

*Required Readings: Badeau & Gesiriech; Casey Family Programs; Loman & Siegel; Pecora et al; US HR 3443, US PL 106-109, US HR 347; Wertheimer*

*Recommended Readings: Castro; Chapin Hall Center for Children; The Pew Commission on Foster Care, 2005a, 2005b; Perez, O’Neil, & Gesiriech; Strayhorn; USGAO, 1999a, 1999b, 2000, 2003; NFCA, 2000a, 2000b*

**Policy Analysis & Generalist Social Work Practice**

Importance to Generalist Social Work Practice
Relevance to Social Work Values & Ethics
Professional Use of Self

*Required Readings: Figueirva-McDonough; Timberlake et al 1-37; NASW Code of Ethics; Schneider & Netting; Selected Policies from Social Work Speaks (NASW)*

Week 16

**Policy Analysis & Generalist Social Work Practice (cont)**

Diverse Client Groups
Combating Discrimination and Oppression
Social & Economic Justice
Practice & Program Evaluation

*Required Readings: Anderson & Gryzlak; Freeman; Padilla; Lens; Orlin*

**Vehicles for Policy Based Generalist Social Work Practice**

Research
Advocacy
Political Action Committees
Lobbying

*Required Readings: Anderson & Gryzlak; Lens; Domanski; Hoechstetter; Sherraden, Slossar, & Sherraden

*Recommended Readings: Freeman; Gershoff et al.; Gringeri; Hamilton & Fauri*

Week 17

**Exam III (Final)**

VII. COURSE REQUIREMENTS:

A. **Class Attendance and Participation:** In order for the class to discuss the readings, it is essential for you to read assigned material before coming to class, to attend class regularly, and to participate in class discussion. You are responsible for all material covered in class and assigned in the syllabus, whether or not you have attended class.

**Cell Phones/Pagers/Electronic Devices:** Because such devices are disruptive to the classroom environment, I ask that you refrain from using them during class. I also ask that you either place such devices on silent mode or turn them off during class. Repeated interruptions may result in a deduction of points from the final average.

B. **Readings:** The course outline provides a list of required readings for each week (you will receive a detailed schedule the first full week of class that will outline the readings to be covered each class). Since lectures and class discussions are designed to answer questions about the material and expand upon the basic concepts, you are expected to complete the assigned readings prior to class. Furthermore, you are expected to come
to class prepared to discuss the information, as evidenced by active participation in class discussion. For example, you should present well formulated questions and comments that demonstrate prior preparation.

C. Exams: Three major application exams will be given during the semester. Exam I will cover Creating the Context for Social Policy Analysis through Foster Care and the Transition to Independent Living. Exam II will cover Overview of the Value-Critical Approach through Analysis of Service-Delivery Systems and Social Policy and Program Design. Exam III will cover Analysis of Methods of Financing through Practical Social Work Applications for Policy Based Practice. All material provided on the topics, including all assigned readings, discussions, lectures, discussion questions/responses (online), and guest presentations are subject to examination. The exams will consist primarily of essay questions and may also contain matching, true/false, and/or multiple choice questions. The final exam will also require application of material from the entire semester.

You are expected to take all exams at the scheduled time. Permission to miss any exam will be based on the policy for excused absences as stated in the SFASU General Bulletin (available online at www.sfasu.edu/bulletin). Missing an exam without either prior permission or an excused absence will result in a grade of "0" on that exam. I will schedule make-up exams.

D. Quizzes: A total of 5 quizzes will be given over the course of the semester. The quizzes will either test for general comprehension of the course material (assigned readings and/or previous lecture topics), be based on active participation in a classroom activity, or attendance. The quizzes will be unannounced and may occur at anytime during the class period.

Missing a quiz due to an unexcused absence will result in a grade of “0” on that quiz. Make-up quizzes will be given for an excused absence as defined by the SFASU General Bulletin. I will schedule make-up quizzes.

E. In-class Activities: A total of 7 in-class activities will be held during the semester. Each in-class activity is worth 10 points, which will be based on attendance and participation. See the assignment description for details.

Missing a group meeting, regardless of the reason, will result in a grade of “0” for that meeting.

F. Assignments: You are responsible for completing assignments in accordance with the specific guidelines identified in the assignment description (in the syllabus). Each part of Assignment A (A-1, A-2, A-3 & A-4) is to be typewritten (by typewriter or word processor) in 12 pt. font with double spacing and standard margins. All assignments are to be in APA format per the Publication Manual of the American Psychological Association (6th ed.). Failure to meet these guidelines will result in loss of points. See the assignment descriptions for specific guidelines.
Late assignments will result in 10% of the total possible points being deducted from the total points earned for each day the assignment is late, with 10% deducted immediately following the class period during which the assignment is due. The only exception is an excused absence as defined by the SFASU General Bulletin.

**GRADING:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>3 @ 100 pts. each = 300</td>
</tr>
<tr>
<td>Quizzes</td>
<td>5 @ 10 pts. each = 50</td>
</tr>
<tr>
<td>Assignment A</td>
<td>Part 1 @ 50 pts. = 220</td>
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<td></td>
<td>Part 2 @ 20 pts.</td>
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<td></td>
<td>Part 3 @ 50 pts.</td>
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<td></td>
<td>Part 4 @ 100 pts.</td>
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<tr>
<td>Assignment B</td>
<td>= 60</td>
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<tr>
<td>In-class Activities</td>
<td>7 @ 10 pts each = 70</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>= 700</td>
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**GRADING SCALE:**

A 627 – 700  
B 556 – 626  
C 485 – 555  
D 417 – 484  
F Below 417

**Academic Integrity (SFASU Policy A-9.1)**

Honesty and representing one’s knowledge and abilities appropriately are important ethical principles of the social work profession. All violations of the Academic Integrity Policy will be addressed in accordance with SFASU Policy A-9.1. (SFASU Policy A-9.1 is available at [http://www.sfasu.edu/upp/pap/academic_affairs/academic_integrity.html](http://www.sfasu.edu/upp/pap/academic_affairs/academic_integrity.html). All incidents will result in a grade of “0”. Given the limited number of graded assignments in this course, a “0” could have serious consequences for the student’s academic standing.

**VIII. STUDENTS WITH SPECIAL LEARNING NEEDS AND DISABILITIES**

The SFASU Disability Services Office is committed to providing equal opportunities in higher education to academically qualified students with disabilities who demonstrate a reasonable expectation of college success. Disabled students attending this university will be integrated as completely as possible into the University community. The University shares responsibility with the student for modifying campus facilities and programs to meet individual need. Students with disabilities at Stephen F. Austin State University can have access to tools and resources that will
assist them. For more information about access to tools and resources, students may direct questions to: Disability Services, Stephen F. Austin State University, P.O. Box 6130, Nacogdoches, Texas 75962-6130, (936) 468-3004 or (936) 468-1004 (TDD), or www.sfasu.edu/disabilityservices/ index.htm. The office is located in Room 325, Human Services Building.

STEPHEN F. AUSTIN STATE UNIVERSITY
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Assignment A: Policy Analysis Paper

The purpose of this assignment is to enhance your understanding of policy analysis and its importance to generalist social work practice. In order to complete this assignment you need to choose a social issue in which you are interested. You may also use a social problem that you have written about and/or are writing about for a social work class (such as SWK 315, SWK 450, or SWK 455). While you may use previous work for this assignment, it must be your work, not that of a group or another student.

Your social issue must be approved by me prior to beginning this assignment. I will ask you to identify your social issue during class on (To Be Announced). In the meantime, if you decide on your social issue and want to get started, feel free to email me the information via Blackboard and I will respond to you. Once you have approval, you can begin working on the assignment, which will be submitted to me and graded in four parts:

Part 1: Identify a social problem and conduct a literature review 50 points

Part 2: Identify and locate the relevant legislation or policy 20 points

Part 3: Critique 3 models of policy analysis 50 points

Part 4: Final Integrative Paper (includes parts 1, 2, 3 and a policy analysis) 100 points

Each assignment will be evaluated based on its adherence to the guidelines outlined below, as well as the following criteria: 1) demonstration of critical thinking skills, 2) ability to organize and clearly present the information, 3) writing skills (such as grammar and punctuation), and 4) adherence to APA guidelines.

You need to submit each assignment to Blackboard and Turnitin (http://www.turnitin.com) no later than 2 pm on the due date for the assignment. The assignment will be considered late until it has been submitted to the Blackboard and Turnitin. See the Turnitin instruction guide posted on Blackboard for the submission process.

The specific requirements for each part of the assignment are outlined below.
Part 1
You will conduct a thorough literature review on your approved topic, which is to include the following:
1. Introduction and problem statement (5 pts)
2. Thorough review of the problem (30 pts.), including:
   a. Various aspects of the problem
   b. Various points of view of the problem
   c. Related issues/problems
   d. Information on current practices, judicial reviews, statutes, and regulations
3. References (5 pts.)- The literature review should include information from current professional journals, judicial publications, statutes, and regulations. The literature review is to be based upon at least 5 professional journal articles (peer reviewed journals from social work and related fields) and at least 2 credible internet sources.

The final 10 points will be based on adherence to APA guidelines, grammar, and organization.

Part 2
You will locate current legislation or policy that is directly related to the chosen social problem and governs the social services provided by an organization. Organizational policies are not acceptable. You need to include a brief narrative that demonstrates (explains) the relationship between the chosen social problem and policy. The narrative is to be accompanied by a copy of the chosen legislation or policy.

Part 3
You need to select three frameworks of policy analysis for this assignment. Using the three selected models, you will create a visual matrix or table that compares and contrasts the models and includes the following information:
1. Overall strengths and weaknesses of each model
2. Outlines the positives and negatives of each model regarding the assessment of effectiveness in service delivery to client systems
3. Addresses effectiveness in evaluation of social and economic justice for diverse client systems
4. Addresses effectiveness in evaluation of social and economic justice for oppressed client systems
5. Discusses benefits to agencies regarding program evaluation and provision of feedback and direction for service delivery.

The matrix is to be accompanied by a narrative that explains the matrix. You also need to identify which of the three models you will be used for the final paper. Your choice of models is to be justified in a narrative format. You must use one of the following models for the policy analysis (Part 4): Value-Critical Approach (Chambers), ANALYSIS Model (McInnis-Dittrich), or Gil's Model. The chosen model chosen will serve as one of the three models included in the matrix. The points will be split between the matrix (25pts.) and the narrative (25 pts).
Part 4

Your final paper will include revised versions of Parts 1, 2, and 3 (based on instructor feedback). It will also include a thorough analysis of the chosen policy. Your analysis should be in the format suggested by the chosen model and based on your knowledge of the policy process and linkages between policy formulation, implementation, and impact on client systems. As noted above, your analysis should be based on one of the following models: Value-Critical Approach (Chambers), ANALYSIS Model (McInnis-Dittrich), or Gil’s Model. In addition to the criteria included in the chosen model, you need to include the following:

1. An evaluation of the policy’s importance to and impact on:
   a. Diverse client populations
   b. All client systems including individuals, families, small groups, communities, and organizations
   c. Social and economic justice.

2. A discussion of the policy’s congruence with social work values and ethics.

The final paper should be structured as follows:

1. Introduction (5pts)
2. Literature review (Part 1) (10pts)
3. Justification for your choice of policy (Part 2) (5pts)
4. Matrix and narrative (Part 3) (10pts)
5. Analysis of the policy
   a. Analysis using chosen model (30 pts)
   b. Importance and impact upon diverse client populations (5pts)
   c. Importance and impact upon all client systems (individuals, families, small groups, communities, and organizations) (10pts)
   d. Importance and impact upon social and economic justice (5pts)
   e. Congruence with social work values and ethics (5pts)
6. Conclusion (5pts)

The paper will be evaluated based on its adherence to the above guidelines, as well as the following criteria:

1. Adherence to chosen framework
2. Demonstration of working knowledge of the analysis model
3. Thoroughness and competence of your analysis and critical thinking skills
4. Demonstration of adequate knowledge of the chosen policy
5. Proper writing skills (APA style), well organized, clarity of presentation (10pts.)

Please refer to the course schedule for the due dates.
The purpose of this activity is to develop your awareness of current international, national, state, and local social and political issues. The activity should also further your ability to locate, interpret, and apply such information to individual and professional decision-making regarding such policies and issues. Hopefully the process will encourage you to maintain active engagement in political and civic activities. Furthermore, the end product will benefit your fellow BSW students, MSW students, faculty and staff by providing current information about social and political issues.

I will divide the class into three groups and each group will be assigned a month in which they will be responsible for the following tasks:

1. **Presentations**
   a. Each group will present information on one current event, policy, etc. at the beginning of each class during the assigned month.
   b. Each group member is expected to lead at least one of these presentations.
   c. Topics should vary over the course of the month (topics should not be repetitive unless reporting on new developments).
   d. Topics should be related to one of the following areas:
      i. Domestic Policy- national, state, and local policies related to social welfare, economic, education, and other issues relevant to social work.
      ii. Foreign Policy- policies that govern interactions between the United States and other nations and organizations
      iii. Elections- information regarding national, state, and local elections, including information about candidates, such as their views of issues, platform, etc.
   e. The presentation should make a clear connection between the chosen topic, course material, and social work practice.
   f. A maximum 20 points will be awarded for this portion of the assignment. This is an overall grade for all the presentations combined and will be based on adherence to the above criteria.

2. **Bulletin Board**
   a. Each group will be responsible for maintaining the class bulletin board during their assigned month.
   b. The bulletin board should present information relevant to each of the following topic areas:
      i. Domestic Policy- national, state, and local policies related to social welfare, economic, education, and other issues relevant to social work.
      ii. Foreign Policy- policies that govern interactions between the United States and other nations and organizations
      iii. Elections- information regarding national, state, and local elections, including information about candidates, such as their views of issues, platform, etc.
   c. The bulletin board topics should be updated during the month, reflect current issues, and relevant to social work practice.
   d. The groups are encouraged to be creative in the design of their bulletin board.
   e. A maximum of 40 points will be awarded for this portion of the assignment and will be based on adherence to the above criteria.

   **This assignment is worth a total of 60 points.**
As previously noted, you will participate in 7 in-class activities that are designed to assist you in the development of skills related to policy analysis. You will work together in small groups to complete the in-class activities. I will make group assignments by the second week of class and the assignments will last for the duration of the semester. A description of each group activity is provided below.

**In-class Activity 1: Analyzing Goals and Objectives.** Each group will work together to analyze the goals and objectives of US HR 3443/PL 106-169 & HR 3471. You will be expected to discuss your work to the class.

**In-class Activity 2: Analyzing Benefits and Services.** Each group will work together to analyze the benefits and services outlined in US HR 3443/PL 106-169 & HR 3471. You will be expected to discuss your work to the class.

**In-class Activity 3: Analyzing Eligibility Rules.** Each group will work together to analyze the eligibility rules outlined in US HR 3443/PL 106-169 & HR 3471. You will be expected to discuss your work to the class.

**In-class Activity 4: Analyzing Service-Delivery Systems.** Each group will work together to analyze the service delivery systems outlined in US HR 3443/PL 106-169 & HR 3471. You will be expected to discuss your work to the class.

**In-class Activity 5: Analyzing Methods of Financing.** Each group will work together to analyze the methods of financing US HR 3443/PL 106-169 & HR 3471. You will be expected to discuss your work to the class.

**In-class Activity 6: Analyzing Interactions Among Policy Elements.** Each group will work together to analyze the interactions among the various elements of US HR 3443/PL 106-169 & HR 3471. You will be expected to discuss your work to the class.

**In-class Activity 7: Analyzing Social & Economic Justice, Effectiveness, and Efficiency.** Each group will work together to analyze US HR 3443/PL 106-169 & HR 3471 in the context of social and economic justice, effectiveness and efficiency. You will be expected to discuss your work to the class.
COURSE READINGS


