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

Class Days and Time: Tuesday 4-6:30pm  
Class Location: Tyler Junior College, Jenkins 210

SWK 415.491  
Social Welfare Policy and Legislative Analysis  
Fall 2017  
Kara Lopez, Ph.D., LMSW  
SWK office #: N/A  
Phone: 903-265-8020  
E-mail: lopezks@sfasu.edu

Office Hours: by appointment

Prerequisite: SWK 315  
Corequisite: SWK 450

COURSE SYLLABUS

I. COURSE DESCRIPTION

This course is intended to complete the policy sequence. It builds on 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 TEXT:


RECOMMENDED TEXT:
II. CURRICULUM DESCRIPTION

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

Generalist practice 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. PROGRAM LEARNING OUTCOMES (CSWE CORE COMPETENCIES)

Competency 1: Demonstrate Ethical and Professional Behavior
Competency 2: Engage Diversity and Difference in Practice
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4: Engage in Practice-Informed Research and Research-informed Practice
Competency 5: Engage in Policy Practice
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

*2015 Educational Policy and Accreditation Standards (EPAS) from CSWE
IV. STUDENT LEARNING OUTCOMES (CSWE COMPONENT BEHAVIORS)

1. Analyze the profession’s history and current structures of social welfare policy and services with communities and organizations (Competency 1, 5).

2. Demonstrate that policy affects service delivery and begin to collaborate with colleagues and clients for effective policy action (Competency 5, 8).

3. Actively engage in policy practice within individual, families, groups, communities and organizations (Competency 5, 8).

4. Apply the role of policy in delivering services to systems of various sizes (Competency 5).

5. Use the National Association of Social Workers Code of Ethics and the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work in making ethical decisions (Competency 1).

6. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services in generalist practice (Competency 5, 7, 8).

7. Identify ways to advocate for human rights and social and economic justice in policy practice (Competency 3, 5).

8. To recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power in delivery services (Competency 2).

9. Use technology ethically and appropriately to facilitate practice outcomes (competency 1).

10. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (competency 2, 3).

11. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels (Competency 3).
12. Use and translate research evidence to inform and improve practice, policy, and service delivery (competency 4, 5).

13. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services (competency 5)

14. Assess how social welfare and economic policies impact the delivery of and access to social services (competency 5)

15. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice (competency 5)

16. Select and use appropriate methods for evaluation of outcomes (competency 9)

17. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. (Competency 9)
V. INSTRUCTIONAL METHODS
The primary instructional model for this course is collaborative learning. 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.

VI. COMPUTER REQUIREMENTS (per SFA Office of Instructional Technology)
This course will utilize Desire2Learn to support the delivery of course content. For help with Desire2Learn (D2L), go to https://d2l.sfasu.edu and click on D2L Student Support and Tutorials.
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)

VII. COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction- Course Overview and Desire2Learn- D2L</th>
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<tbody>
<tr>
<td></td>
<td>CSWE and Generalist Practice</td>
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<td>Class Posting of Social Problems</td>
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<td>US Constitution Test and School House Rock</td>
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|        | Literature Reviews, APA, and Paper Requirements     |
|        | Overview of Textbooks and Written Assignments       |
|        | Social Problem Analysis and Literature Reviews       |
|        | How a Bill Becomes a Law- Passing Legislation       |
|        | Sign-up for Bulletin Board and Current Events       |
|        | Sign-up for Research Topics                         |

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<tr>
<th>Week 2</th>
<th>Creating the Context for Social Policy Analysis</th>
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<tr>
<td></td>
<td>The Idea of Public Policy</td>
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<td>Historical Context of Social Problems, Politics, and Programs</td>
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<td>History of Social Policy in the United States</td>
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<td>(Segal and NASW- Supplemental materials)</td>
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**Required Readings:** Chambers & Bonk 1-26; Schneider & Netting; Stuart
Analyzing Social Problems, Policies, and Programs

Social Problem Analysis
(Problems Definition, Causes and Consequences, Ideology and Values, Gainers and Losers)

Social Problem Analysis and Designing Social Policies/Programs

**Required Readings:** Chambers & Bonk 7-26; Chapin; Gershoff, Aber, & Raver

**Recommended Readings:** Gringeri; Nofz; Anderson & Gryzlak

SOCIAL PROBLEM CHOICE SIGN-UP/ Paper Topics are Due in Class

**Week 3**

**Power & Rationality**

Required Readings: Helco; Stafford, Gershoff et al.

**Definitions of Policy Types**

Classifying Public Policy
(Administrative, Legislative, Executives, and Judicial)

**Required Readings:** Dobelstein 21-27

Bring Literature Review Books to class and Laptop computers if available

**In-Class Activity1: Writing Literature Reviews** (Galvan Text)

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

**Required Readings:** Kim

Abstracts are due for papers

**Week 4**

Film- Aging out Documentaries
(Quiz: Writing Literature Reviews)

**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 & Bonk 27-39

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

**Required Readings:** Chambers & Bonk 27-39; Dobelstein 67-97; Gil;
Week 6 & 7  In-Class Activity 2 & 3: Models of Policy Analysis
Groups must bring copies of the following articles to class:
**Required Readings:** Chambers & Bonk 27-39; Dobelstein 67-97; Gil; Ginsberg; Karger & Stoesz; McInnis-Dittrich
MODELS CONTINUED

Week 8  The Analysis of Policy Goals and Objections in Social Programs and Policies
Goals & Objectives (Types, Differences, Purpose, Setting)
Methods of Identifying Goals and Objectives
Evaluating Programs or Policy System Goals and Objectives
**Required Readings:** Chambers & Bonk 40-62

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 Types
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 & Bonk 63-78

Week 9  TBA

Week 10  Analysis of Eligibility Rules
Types of Eligibility Rules
Evaluating the Merits of Eligibility Rules
Additional Issues with Eligibility Rules
**Required Readings:** Chambers & Bonk 79-106
Assignment A-2 Due __________________________

Week 11 & 12  CPS Speaker- Child Welfare Disability Specialist
In-class Activity 4 & 5: Analyzing Goals and Objectives, Benefits and Services, and Eligibility Rules
**Required Readings:** Chambers & Bonk 40-106; Badeau & Gesiriech; Loman & Siegel; Pecoora 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

Analysis of Service-Delivery Systems and Social Policy and Programs 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 & Bonk 107-137

Assignment A-3 Due ____________________

**Analysis of Methods of Financing**
Private Marketplace
Private Funding
Employee Benefit Funding
Social Insurance
Public/Government Funding
The Privatization Movement

**Required Readings:** Chambers & Bonk 138-157

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**Week 13**

**In-class Activity 6:** Analyzing Services-Delivery Systems and Analyzing Methods of Financing

**Required Readings:** Chambers & Bonk 107-157; 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

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**Week 14**

**Exam II**
Prepare for Presentation
Final Paper: Assignment A-4 Due ____________________

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**Week 15**

**Analysis of Interactions Among Policy Elements**

Coentitlement
Disentitlement
Contrary Effects
Duplication

**Required Readings:** Chambers & Bonk 158-164

**In-class Activity 7:** Analyzing Interactions Among Policy Elements and Analyzing Social & Economic Justice,

Effectiveness and Efficiency

**Required Readings:** Chambers & Bonk 158-164; 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.

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**Week 16**

**Policy Presentations (50% of final exam grade)/ Final Exam ______________
VIII. 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. 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](http://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 may 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 any time 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 seven 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 typed using a 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. The student will be required to upload most research papers to the assigned D2L Dropbox.

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:**

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<thead>
<tr>
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<th>Points</th>
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<tbody>
<tr>
<td>Exams</td>
<td>3 @ 100 pts</td>
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<tr>
<td></td>
<td>= 300</td>
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<tr>
<td>Quizzes</td>
<td>5 @ 10 pts</td>
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<td>= 50</td>
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<tr>
<td>Assignment A</td>
<td>Part 1 @ 50</td>
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<td></td>
<td>= 220</td>
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<td>Part 2 @ 20</td>
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<td>Part 3 @ 50</td>
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<td>Part 4 @ 100</td>
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<tr>
<td>Assignment B</td>
<td>GROUP Current Event and Bulletin Board = 60</td>
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<tr>
<td>In-class Activities</td>
<td>7 @ 10 pts</td>
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<tr>
<td>Total</td>
<td>= 700</td>
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**GRADING SCALE:**

A 627 – 700
B 557 – 626
C 487 – 556
D 417 – 486
F Below 416

**See page 11 for final exam requirements and policy presentations that will occur the last two weeks of the semester.**
The following activities will constitute the Exam3/Final Exam Grade
The Exam3/Final Exam is worth 100 points and is subject to material covered during the entire semester. The final exam will also require application of material from the entire semester.

The written part of the final exam will be taken during finals week (50 pts)
The policy presentation (50 pts) will be presented ______ before final exam week.

Policy Presentation Requirements –
Each student will choose a partner for a final policy presentation. Presentations will be 10 minutes and will include a visual aid such as a power point presentation. Presentations should also include the following information:

Social problem analysis and a thorough review of the social problem
Presentation and discussion of one social welfare policy
Identify the six fundamental policy elements and the unique evaluation criteria
Address social/economic justice, effectiveness, and efficiency of the chosen policy

Also, include 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
d. Discussion of the policy’s congruence with social work values and ethics

Supplemental Materials:

Vehicles for Policy Based Generalist Social Work Practice
Research, Advocacy, Political Action Committees, and Lobbying
**Required Readings:** Anderson & Gryzlak; Lens; Domanski; Hoechstetter; Sherraden, Slossar, & Sherraden
**Recommended Readings:** Freeman; Gershoff et al.; Gringeri; Hamilton & Fauri

Policy Analysis & Generalist Social Work Practice
Important to Generalist Social Work Practice, Relevance to Social Work Values & Ethics, Professional Use of Self Diverse Client Groups, Combating Discrimination and Oppression, Social & Economic Justice, Practice & Program Evaluation
**Required Readings:** Figueirva-McDonough; Freeman; Timberlake et al 1-37; NASW Code of Ethics; Padilla; Orlin; Schneider & Netting; Selected Policies from Social Work Speaks (NASW)

Chambers & Bonk (2013) **Required Readings (pages 165-185)**
IX. 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 can be found at the web address below). 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.

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to
(1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the Student Academic Dishonesty policy (SFA Policy 4.1) on http://www.sfasu.edu/policies/student_academic_dishonesty.pdf

Withheld Grades Semester Grades Policy
(A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
Please read the complete policy on Course Grades: http://www.sfasu.edu/policies/course-grades.pdf
Acceptable Student Behavior

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see Student Conduct of Conduct SFA Policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Please see the following link for the complete policy:
http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf

X. STUDENTS WITH SPECIAL LEARNING NEEDS AND DISABILITIES

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations.

For additional information, read Academic Accommodation for Students with Disabilities (SFA Policy 6.1)
http://www.sfasu.edu/policies/academic-accomodation-for-students-with-disabilities.pdf
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. Prior research and papers written for other classes should not account for more than 25% of any paper submitted for SWK 415.

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 __________. In the meantime, if you decide on your social issue and want to get started, feel free to email me the information via Desire2Learn 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 during the semester:

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 three 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 must submit each assignment to the appropriate dropbox in D2L no later than 2 pm on the due date for the assignment. The assignment will be considered late until it has been submitted to Desire2Learn. 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.
**A rubric will be provided with detailed instructions for this literature review.**
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 use 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 matrix and the narrative are each worth up to 25 points.

**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:

An evaluation of the policy’s importance to and impact on:

- Diverse client populations
- All client systems including individuals, families, small groups, communities, and
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.

Assignment B: Current Events

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 product will benefit your fellow BSW students, MSW students, faculty and staff by providing current information about social and political issues.

1. Individual Presentations
   a. Individuals will present information on one current event, policy, etc. at the beginning of one class during the assigned month.
   b. Topics should vary over the course of the month (topics should not be repetitive unless
reporting on new developments).

c. 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.

d. The presentation should make a clear connection between the chosen topic, course material, and social work practice.

e. A maximum 20 points will be awarded for this portion of the assignment.

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

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
In-class Activities

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. You will be allowed to choose your groups for some of the activities and your instructor will make group assignments for other activities. A description of each group activity is provided below.

In-class Activity 1:
Writing Literature Reviews
Group analyses and summarizations of the Galvan text. You will be expected to discuss your work with the class and a quiz will follow this assignment.

In-class Activity 2&3:
Models of Policy Analysis
Group analysis/application of various Models/Frameworks for Policy Analysis. These models for policy analysis are outlined in the following articles (Dobelstein, Ginsberg, Karger & Stoesz, Gil, and McKinnis-Dittrich). You will be expected to present your work to the class.

In-class Activity 4&5:
Analyzing Goals and Objectives, Benefits and Services, and Eligibility Rules
Each group will work together to analyze the goals/objectives, benefits/services, and eligibility rules outlined in US HR 3443/PL 106-169 & HR 3471. You will be expected to present your work to the class. Other assigned policies may be analyzed for this activity as well as the following in-class activities.

In-class Activity 6:
Analyzing Service-Delivery Systems & Analyzing Methods of Financing
Each group will work together to analyze the service delivery systems and methods of financing outlined in US HR 3443/PL 106-169 & HR 3471. You will be expected to discuss your work with the class.

In-class Activity 7:
Analyzing Interactions among Policy Elements and Analyzing Social & Economic Justice, Effectiveness, and Efficiency
Each group will work together to analyze their chosen social welfare policies and US HR 3443/PL 106-169 & HR 3471. You will be expected to discuss your work with the class.
BIBLIOGRAPHY


International Federation of Social Workers (IFSW) http://www.ifsw.org/


