SOCW 5317.501  
Social Policy Analysis  
Spring 2024  
W. Cordova, Professor  
SFA Main Campus-207  
936-468-6613  
wcordova@sfasu.edu

Office Hours: Virtual (by appointment Brightspace ZOOM, in person or telephone). Mondays, 9:00am-5:00pm (except 11:00am-1:30pm) and Tuesday and Thursdays 10:00am-Noon. There will be an hour ZOOM assigned for drop-ins which will be determined weekly.

Prerequisites: Completed Generalist Practice  
Co-requisites: SWK 520, SWK 525, SWK 535; SWK 558, SWK 549 (if applicable)

SFA complies with SACSCOC Standard 9.6 of The Principles of Accreditation (2018) for all graduate courses; “Post-baccalaureate professional degree programs are progressively more advanced in academic content than undergraduate programs, and are structured (a) to include knowledge of the literature of the discipline and (b) to ensure exposure to research and/or appropriate professional practice and training.”

COURSE SYLLABUS

I. COURSE DESCRIPTION

This course completes the policy sequence for the graduate program. It builds on the knowledge students have gained regarding political processes and systems that affect advanced generalist social work practice. The course builds upon student’s knowledge and understanding of the history, current patterns of the provision of social welfare services, the function of social policy and program evaluation in helping or deterring people in the maintenance or attainment of optimal health and wellbeing, and the effects of policy on social work practice.

Students will be implementing a model of social welfare policy analysis and evaluation as it relates to advanced specialized practice. They will enhance their understanding of the definition, purpose and processes of social policy, analysis and policy evaluation at multiple societal levels. Students will learn about the political and organizational processes, such as social movements, used to influence policy; the process of policy formulation; and the frameworks for analyzing social problems in light of principles of social and economic justice. Students will explore both the purpose and process of policy analysis, development and program evaluation in a rural context. Throughout this course issues of values and ethics will be examined. Emphasis will be placed on the impact of social policies upon people with rural lifestyles.

Students will develop a holistic view and will be able to demonstrate competence of knowledge,
values, skills and cognitive and affective processes specific to policy practice. This includes the application of critical thinking, identification of affective reactions and ability to exercise judgement related policy practice.

REQUIRED TEXT:


RECOMMENDED TEXT:


II. CURRICULUM DESCRIPTION

The MSW program of SFASU features the generalist practice and a single specialization: Advanced Specialized Practice in a Rural Context. Both are defined below.

It is important to note here that the BSW program and the MSW program have developed a shared definition of generalist practice, given below.

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

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 problem identification and solving focus that follows a problem-solving framework.
- Addresses the complexity of individual, family, group, organizational and community system interactions.
- Requires and integration of awareness, competence, and professional response to issues of values, ethics, diversity, culture, social justice and populations-at-risk.

Advanced Generalist practice builds on the generalist practice, incorporating the elements listed above, but characterized by a greater depth, breadth, and autonomy as demonstrated through specialized knowledge across problem areas, populations-at-risk and practice settings, with a greater selection of diverse interactions across practice levels.
Briefly, advanced generalist practice requires:

- The ability to engage and differentially assess complex problems with systems of all sizes, with a variety of advanced assessment skills.
- Specialized evidence-based interventions with systems of all sizes.
- Differential evaluation techniques with systems of all sizes.
- Strategies to advocate for clients and constituencies influenced by rural lifestyles.
- Readiness for leadership in a variety of areas including: program development, coordination and administration; clinical and organizational supervision; policy creation, reform and implementation; leadership in research development and utilization, particularly in interdisciplinary and multidisciplinary practice settings; professional development.

The specialized practice for the MSW program is advanced generalist practice for rural contexts. Theories that describe and predict rural ecological systems and rural strengths, including the incredibly rich interactions, simple and complex, formal and informal, wholesome and debilitating are emphasized. On this basis, the curriculum of the MSW Program emphasizes the ecological systems approach, the strengths perspective, and the social capital and social exchange theories.

**Rural context** refers to social work practice with people with rural lifestyles and systems of all sizes within and outside of rural communities. There is no single accepted definition of rural. In fact, just as generalist practice in social work draws on multiple theories, generalist practice in rural contexts recognizes the many definitions currently in use and their advantages and disadvantages for research, practice, and advocacy. The School of Social Work at SFA utilizes several of these definitions within the United States and globally including:

The United States Census Bureau (urbanized areas, urban clusters, and rural populations); Office of Management and Budget (metropolitan, micropolitan, and non-core), Economic Research Service (rural urban continuum codes); and the United Nations that defines urban and rural according to the census definition for each nation, but suggests a definition of rural areas as having a population of less than 2,000 for international comparisons.

**III.** This course is assigned three (3) credit hours of graduate studies as assigned by the Council of Social Work Education (**CSWE**).

**IV.** **PROGRAM LEARNING OUTCOMES (CSWE COMPETENCIES)**

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
V. STUDENT LEARNING OBJECTIVES (CSWE BEHAVIORS)

1. Students will apply ethical decision-making and critical thinking to analyze and implement multiple codes of ethics with the purpose to enhance advanced generalist practice with rural people and communities. (Competency 1)

2. Students will demonstrate the ability to recognize and manage personal and professional values in order to engage in advanced rural practice with multiple systems. (Competency 1)

3. Students will demonstrate the ability to identify, analyze and apply social constructions of rurality within and across diverse groups (e.g. gender, ethnicity/race, age, socioeconomic status, sexual orientation) and across multiple system levels. (Competency 2)

4. Students will demonstrate the ability to supervise the integration of awareness, self-regulation, sensitivity and professional response to issues of values, ethics, diversity, social justice and populations at risk. (Competency 2)

5. Students will demonstrate leadership skills to promote social, economic and environmental justice to systems of all sizes within and outside of rural communities. (Competency 3)

6. Students will provide leadership in specialized practices related to oppression and human rights violations at multiple levels advancing social, economic and environmental justice in rural environments. (Competency 3)

7. Students will demonstrate the ability to identify, evaluate, and implement multidisciplinary research and practice strategies with rural systems and social networks. (Competency 4)

8. Students will demonstrate leadership skills to design, develop and implement research and technological advances to enhance social work practice in a rural context. (Competency 4)

9. Students will demonstrate the ability to develop, prepare, implement, analyze and evaluate social welfare and economic policies to improve the well-being of rural populations and communities. (Competency 5)
10. Students will demonstrate leadership skills specific to advocacy with the purpose to advance human rights and social, economic, and environmental justice to deliver services to multiple systems in rural areas. (Competency 5)

11. Students will demonstrate leadership skills to engage multiple systems (individuals, families, groups, communities and organizations) and constituencies in rural environments. (Competency 6)

12. Students will demonstrate their ability to supervise the integration of knowledge, skills and values specific to human behavior and the social environment, person-in-environment and appropriate theoretical frameworks. (Competency 6)

13. Students will select, implement and evaluate appropriate assessment instruments to assess diverse client systems on multiple levels in a rural context. (Competency 7)

14. Students will provide leadership to adapt, modify, develop, and implement differential assessment strategies, tools and approaches with diverse client systems and constituencies on multiple levels in a rural context. (Competency 7)

15. Students will design, identify, analyze, and implement advanced intervention strategies based on appropriate theories, models, and research across multiple system levels in a rural context. (Competency 8)

16. Students will demonstrate the ability to manage, supervise, monitor, coordinate and improve human service networks and service agencies in delivering services to rural clients. (Competency 8)

17. Students will apply leadership skills to supervise the design and implementation of advanced intervention strategies. (Competency 8)

18. Students will apply leadership skills to enhance interventions through interdisciplinary, inter-professional, and inter-organizational strategies. (Competency 8)

19. Students will demonstrate the ability to identify, develop, apply and monitor differential evaluation strategies in advanced social work interventions with systems of all sizes in rural communities. (Competency 9)

20. Students will develop leadership in the communication and dissemination of evaluation results to advance practice, policy, and service delivery effectiveness. (Competency 9)

VI. INSTRUCTIONAL METHODS

It will incorporate the following instructional strategies: Lecture via recording, podcasts, extensive discussions, exercises, assigned readings, and individual projects. You are encouraged to actively participate and complete all exercises, ask questions, and contribute comments for discussions. 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. To be successful it is important that you, sign in regularly to
D2L/Brightspace, read the assigned material, and be 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. Video recorded 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.

VII. COMPUTER REQUIREMENTS

This course will utilize D2L/Brightspace to support the delivery of course content - go to https://www.sfactl.info/d2l

VIII. COURSE SCHEDULE *subject to change

Week 1  Introductions and Overview of the Course
The Political Nature of Social Work
Review of Social Work History
Ethics in Social Work
Diversity and Difference in Practice
Grand Challenges for Social Work
Knowledge, values, skills, and cognitive and affective processes specific to policy practice
Readings:
Haynes and Mickelson - Ch. 1 & 2
Reamer
Review policies (on reputable web sites) as they pertain to current events, including the history and development.

Week 2  Social Work Values, Ethics, Diversity, and Politics
Social, economic, environmental and distributive justice through Rural Policy Practice
Readings:
Haynes and Mickelson - Ch. 3 & 4
Gilbert & Terrell - Ch. 1 & 2
NASW Policy Statement. “Social Work in Rural Areas”
IASSW/IFSW – Ethics in Social Work
http://www.uncp.edu/home/mason/rural/nasw_rural_policy_statement.
http://www.rupri.org/ruralpolicy/presentations/jeffersontx.pdf
Sign up for social justice issue/campaign

Week 3  Policy Practice Models and Tools
Policy Models for Rural Political Advocacy
The Practitioner’s Influence on Policy
Influence through Lobbying
Readings:
Weeks 4  
Policy Practice Models and Tools - Continued  
Tools to Influence and Organize Others  
Monitoring the Bureaucracy  
Political Action Committees  
Social Workers as Political Leaders  
The Campaign  
Social Workers as Politicians  
Inter-professional Collaborations  

Readings:  
Haynes and Mickelson Ch. 8, 9, 10, 11, & 12  

Week 5  
Rural policy and development  
Leadership skills and elected officials  
Various board meetings and structure  
Decision-making as a group  

Readings:  
Reamer  
http://www.socialworkers.org/pubs/code/default.asp  

Week 6  
Social Welfare Policy Analysis: A Closer Examination  
Gilbert & Terrell’s Proposed Framework for Policy Analysis  
Other Selected Frameworks for Policy Analysis  

Readings:  
Gilbert & Terrell - Ch. 3

Week 7  
Midterm

SPRING BREAK – March 11-March 18, 2024  
ENJOY!

Week 8 – The Basis of Social Allocations
Who Shall Benefit?
Universality vs. Selectivity
Social & Cost Effectiveness
Allocation Principles
Eligibility vs. Access

Readings:
Gilbert & Terrell - Ch.4, Ginsberg & Cribbs.

Easter Break - March 28-April 1, 2024

Week 9  The Nature of Social Provision
Forms of Provision
Substance of Provision
Values and Social Provision
Choice for Whom?

Readings:
Gilbert & Terrell - Ch.5; Moon and DeWeaver

Week 10 Design of Service Delivery Systems
Privatization
Service Delivery Strategies
Selecting Strategies
CRT

Readings:
Gilbert & Terrell - Ch.6; Cherry; Ninness, Yelick, Ninness & Cordova (2021)

Week 11 Mode of Finance: Sources of Funds
Philanthropic Funding
Contributions and Fee Charging
Public Financing

Readings:
Gilbert & Terrell - Ch. 7; Munson & Freunlich

Week 12 Mode of Financing: Systems of Transfer
Centralization vs. Decentralization
How the Money Flows
Devolving Public Welfare

Readings:
Gilbert & Terrell - Ch. 8

Final Presentations and peer reviews Due

Week 13 Emerging Issues and Dimensions in Social Work Policy Practice
Complete all discussions, exercises, and assignments

Readings:
Haynes Ch. 13; Gilbert & Terrell - Ch. 9

Week 14 - Final Presentations and Peer Critiques
Week 15- FINAL EXAM

IX. 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 discussions and to participate in on-line class discussion. You are responsible for all material assigned in the syllabus, whether or not you have participated in class.

Cell Phones/Pagers/Electronic Devices: Because such devices are disruptive to the learning environment, I ask that you refrain from using them during virtual class or other types of livestreaming including when using ZOOM. I also ask that you either place such devices on silent mode or turn them off. 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 be prepared to discuss the information, as evidenced by active participation in on-line discussions. For example, you should present well formulated questions and comments that demonstrate prior preparation.

C. Exams: There will be one mid-term exam and one final exam. Students are required to take the exam at the scheduled time. Makeup exams will be scheduled according to university policy with a university-approved excuse.

D. Quizzes/Exercises: There will be unannounced class exercises/quizzes. Students are required to participate in the exercises/quizzes at the scheduled time. Makeup exercise/quizzes will be scheduled according to university policy with a university-approved excuse.

E. Assignments/Presentations: See Assignments for a listing of all assignments for this course. For all late assignments, one letter grade will be deducted after the beginning of class when the assignment is due, with an additional letter grade deduction for each day for which the assignment is late.

GRADING:

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<thead>
<tr>
<th>Item</th>
<th>Points</th>
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<tbody>
<tr>
<td>Mid Term</td>
<td>100</td>
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<tr>
<td>Research Paper</td>
<td>100</td>
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<tr>
<td>On-line /Class participation, exercises, assignments, and Presentations</td>
<td>200</td>
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<tr>
<td>Final exam</td>
<td>100</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>500 points</strong></td>
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Grading Scale:
X. CLASS ATTENDANCE

Students are expected to attend all classes or participate in all on-line classes, laboratories, and other class-related activities on a regular and punctual basis. Attendance policies are also stated in the MSW handbook (https://www.sfasu.edu/docs/social-work/msw-handbook.pdf). For those classes where attendance is a factor in the course grade, an accurate record of attendance will be maintained.

Absences

At the discretion of the instructor, students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. When possible, students should notify their instructors in advance about absences. Students are responsible for providing documentation in a timely manner to the instructor for each absence. The instructor determines whether such documentation is satisfactory. Students missing classes, other than for university-sponsored trips, should contact the Office of Student Rights and Responsibilities (OSRR) and request that an absence notification be sent to the instructor(s). The notification is not an excuse, and is not evaluated by OSRR. The notification is only provided as a courtesy to the student and the student's instructor(s). If participating in university-sponsored events, announcements in mySFA may constitute official notification. Faculty members sponsoring activities that require their students to be absent from other classes must submit to the provost and vice president for academic affairs an explanation of the absence, including the date, time, and an alphabetical listing of all attending students. If approved by the provost and vice president for academic affairs, this information will be posted on mySFA. Whether absences are excused or unexcused by the instructor, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for absences equaling no more than 15% of the scheduled course meeting time for the term, depending on the nature of the missed work. The timeline for completing make-up work will be determined by the instructor.
XI. ACADEMIC INTEGRITY

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process. Definition of Academic Dishonesty: Academic dishonesty includes both cheating, use of AI programming and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam including the various AI programming;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help other student(s) in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source this includes the use of AI;
- Incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty: Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university. Procedure for Addressing Student Academic Dishonesty a faculty member who has evidence and/or suspects that academic dishonesty has occurred will gather all pertinent information and initiate the following procedure:

1. The faculty member will discuss all evidence of cheating or plagiarism directly with the student(s) involved.
2. After consideration of the explanation provided by the student(s), the faculty member will determine whether academic dishonesty has occurred. The faculty member may consult with the academic unit head and/or dean in making a decision.
3. After a determination of academic dishonesty, the faculty member will inform the academic unit head and submit a Report of Academic Dishonesty with supporting documentation to the office of the dean of the student’s major. This report will become part of the student's record and will remain on file with the dean's office for at least four years even if the student withdraws prior to receiving a grade.
4. For a serious first offense or subsequent offenses, the dean of the student’s major will determine a course of action, which may include dismissal from the university. The dean may refer the case to the college council for review and recommendations before making this determination.

A student's record of academic dishonesty will not be available to faculty members. The purpose of the record is for the dean to track a pattern of academic dishonesty during a student's academic career at Stephen F. Austin State University. Student Appeals A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3). [http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf](http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf)

Withheld Grades Semester Grades Policy (SFA Policy 5.5)

At the discretion of the instructor of record and with the approval of the academic unit head, 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, except
as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. For additional information, go to [https://www.sfasu.edu/policies/course-grades-5.5.pdf](https://www.sfasu.edu/policies/course-grades-5.5.pdf).

**Acceptable Student Behavior**

The MSW Student Handbook and MSW Academic and Professional Integrity Code outline acceptable student behavior. Classroom and on-line 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 the 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, visits to agencies, field trips, etc. The instructor shall have full discretion over what behavior is appropriate or inappropriate in the classroom and on-line. 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](http://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf)

**XII. STUDENTS WITH 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, 468-1004 (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, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**XIII. Student Wellness and Well-Being**

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

**The Dean of Students Office** (Rusk Building, 3rd floor lobby)

[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)

936.468.7249

dos@sfasu.edu
SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
  - Health Services
  - Counseling Services
  - Student Outreach and Support
  - Food Pantry
  - Wellness Coaching
  - Alcohol and Other Drug Education
www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
  - Burke 24-hour crisis line: 1.800.392.8343
  - National Suicide Crisis Prevention: 9-8-8
  - Suicide Prevention Lifeline: 1.800.273.TALK (8255)
  - johCrisis Text Line: Text HELLO to 741-741
Midterm and Assignment I: Social Justice Campaign

100 Points

Design a social justice campaign for your topic, identified in the second week, by designing a brochure or flyer with the following information:

- Start the title with the symbol # and title your campaign (Examples: #HIV/AIDStillHere, #NoPlace4Hate, #RuralMatters2)
- Select a symbol, color or other identifying icon for your campaign (pink ribbons, blue ribbons, red)
- Provide some important statistics that addresses facts and demands attention (i.e. suicide deaths by opioid use, veteran rates of suicide, rural homelessness)
- A slogan for your campaign (may match your title or have a catchy short slogan)
- And a policy (Violence Against Women Act (VAWA, Civil Rights Act, American with Disabilities Act…etc.)

Be as creative as you can and cite statistics and references. Ensure your work is as original as possible.
Research Paper/Assignment 2:
Social, Economic and Environmental Justice Policy

“Social workers analyze, formulate, and evaluate policies that advance social well-being; and collaborate with colleagues and clients for effective policy action” (CSWE Educational Policy (2015) Competency 5). Pursuant to this statement, you will analyze a social welfare policy regarding your social justice campaign. Identify this policy as it pertains to your social justice campaign. This will be the policy you analyze for this assignment. You will also be required to compare other policies that are similar. Include the rural aspects regarding the policy. Ensure you implement APA format (cover page, introduction, context and conclusion). Analyze the policy using the “Six Step Policy Analysis” model outlined below as a guideline.

THIS IS NOT A PROGRAM ANALYSIS (SNAP, Medicaid, Medicare, social security…etc)

Do not use an outline format but use correct subheadings (refer to APA manual). You should have the following elements in your paper:

Introduction, content for each of the six steps, a paragraph of rural content if you did not integrate the content into the text and a conclusion section with the subheading “Conclusion”.

SIX STEP POLICY ANALYSIS TO INCLUDE (TO INCLUDE THE RURAL CONTENT)

1) Verify, define and detail the problem
2) Establish evaluation criteria
3) Identify alternative policies
4) Assess alternative policies
5) Display and distinguish among alternatives
6) Implement, monitor, and evaluate the policy

1) DEFINE THE PROBLEM (includes research)

1) State the problem meaningfully:
2) Determine the magnitude and extent of the problem
3) Continually re-define the problem in light of what is possible
4) Eliminate irrelevant material (i.e. theory)
5) Question the accepted thinking about the problem
6) Question initial formulations of the problem
7) Say it with data and identify your sources
8) Eliminate ambiguity
9) Clarify objectives
10) Resolve conflicting goals
11) Focus on the central, critical factors
12) Is it important? Is it unusual? Can it be solved?
13) Identify who is concerned, and why?
14) What power do concerned parties have?
15) Make a quick estimate of resources required to deal with the problem

2) ESTABLISH EVALUATION CRITERIA
   1) What are the important policy goals, and how will they be measured?
   2) Identify criteria central to the problem and relevant to the stakeholders
   3) Clarify goals, values and objectives
   4) Identify desirable and undesirable outcomes
   5) Is there a rank order of importance among the criteria? What will be the rules for comparing alternatives?
   6) Administrative Ease
   7) Costs and benefits
   8) Effectiveness
   9) Equity
  10) Legality
  11) Political acceptability

3) IDENTIFY ALTERNATIVE POLICIES
   1) Consider a wide range of options
   2) Consider the status quo, or no-action alternative
   3) Consult with experts
   4) Redefine the problem if necessary

4) ASSESS SIMILAR ALTERNATIVE POLICIES by Display
   1) Using a matrix, reports, lists, charts, scenarios, or arguments compare and contrast your selected policy and alternative policies by addressing the following:
   2) Estimate expected outcomes, effects, and impacts of each policy alternative
   3) Do the predicted outcomes meet the desired goals?
   4) Can some alternatives be quickly discarded?

5) DISPLAY AND DISTINGUISH AMONG ALTERNATIVES
   1) Show strengths and weaknesses of each alternative identified above, including the one you have identified
   2) Describe the best and worst case scenario for each alternative
   3) Use matrices, reports, lists, charts, scenarios, arguments
6) Develop a new policy that addresses and includes the rural aspects. IMPLEMENT, MONITOR, AND EVALUATE THE NEW POLICY

1) Draw up a plan for implementation
2) Design monitoring system
3) Suggest design for policy evaluation
4) Can the new policy be properly implemented?
5) Will the new policy have the intended effect(s)?
BIBLIOGRAPHY


HELPFUL WEBSITES/RURAL ORGANIZATIONS

The Institute for Research on Policy has a comprehensive list of useful websites on social policy. Websites include activism (advocacy), aging and retirement, children and families, disability, economics, health and insurance, homelessness, housing, income and wages, nutrition and food security, population, poverty, public policy and public affairs, social sciences datasets, social science interdisciplinary research, social sciences internet resource collections, statistics online, urban issues and welfare reform. These websites are accessible at http://www.ssc.wisc.edu/irp/links/povlinks.htm

The main websites on rural welfare policy issues are:

Rural Policy Research Institute http://www.rupri.org. Contents: University consortium that studies rural impacts of public policies and programs, including health, welfare, community policy, statistics, reports.

Rural Assistance Center http://raconline.org Contents: A national resource center on rural health human services information.


Welfare Information Network (WIN) http://www.welfareinfo.org/rural.htm. Fast access to national information and expertise needed for policy development, program design and implementation, and program evaluation in rural communities. Rural organization links, federal and multi-state programs, searchable rural initiative data base, research reports, grants and contracts.

The following are among the main websites on the policy formulation process (at the governmental level)

http://www.house.gov/

U.S. House of Representatives- summaries of floor and committee action for last 3 legislative days, schedule for the week, directory of e-mail addresses, links to member and congressional member organizational pages.

http://www.senate.gov/

U.S. Senate- links to committee and member homepages, a directory of e-mail addresses daily calendar of business, and general information about the Senate and the Legislative process.

http://www.whitehouse.gov/

Welcome to the White House.-lets you search documents, listen to speeches, view photos and send a message to the President.

http://www.naco.org/
http://www.naco.org

**National Organization of Counties.** Site contains publications, best practices, policy analysis.

http://www.nga.gov

**National Governors Association.** Site contains: policy analysis, legislative reports, best practices, state news.

**The following are among the main websites on policy advocacy.**

http://www.statepolicy.org

**Social Work National Committee for Educating Students to Influence State Policy and Legislation.**

http://www.vote-smart.org

**Project Vote Smart** links to candidate, campaign and issue information sites, ratings by advocacy groups, and campaign financial reports.


**These sites provide information, statistics and often advocacy techniques**

**National Association of Social Workers (NASW)**

http://www.socialworkers.org

Links to grassroots advocacy, legislative advocacy network, policy issues and updates.

http://www.ruraledu.org/ - Rural Schools and Community

http://www.nrharural.org/ - National Rural Health Association

http://www.rural.org/ - University of Kentucky Rural Studies Program

http://www.ruralindex.net/ - Britain

http://www.ruralwomyn.net/ - Women


http://www.ruralits.org/ - Rural Intelligent Transportation Systems (California)

http://www.rurdev.usda.gov/rbs/ - Rural businesses
http://www.rupri.org/?flashVersion=6 - Rural Policy Research Institute
http://www.raonline.org/ - Rural Assistance Center (Housing)
http://www.ruralhome.org/ - Rural Housing
http://www.ruralfamilymedicine.org/ - Rural Family practitioners
http://www.ruralaction.org/ - Rural Action in Appalachian Ohio
http://www.ruralco.org/ - Political action to support rural American
http://www.ag.auburn.edu/srs/journal/ - Journal of Southern Rural Sociology
http://www.nwrel.org/ruraled/ - Northwest Rural Education
http://www.ruralstrategies.org/default.html - Center for Rural Strategies
http://www.nal.usda.gov/ric/ - Referral and Services for Rural America
http://europa.eu.int/comm/agriculture/rur/index_en.htm - European Rural policy
http://www.ruralhealth.hrsa.gov/ - Rural Health Policy
http://www.cfra.org/ - Center of Rural Affairs (non-profit org.)
http://nces.ed.gov/surveys/ruraled/ - Rural Education surveys, periodicals, etc
http://www.ruraldiversity.net/ - rural diversity