STEPHEN F. AUSTIN STATE UNIVERSITY
SCHOOL OF SOCIAL WORK
BSW PROGRAM
Class Meeting Time and Location
Tuesday/Thursday: 2:00 – 3:15p.m.
Social Work Building Room 204

SWK 415.091 Social Welfare Policy and Legislative Analysis
Mrs. K. Bailey-Wallace, MSW, LBSW
Spring 2016 SWK office # 104 ~ (936) 468-4191
Mrs. K. Bailey-Wallace, MSW, LBSW
E-mail: baileykrist@sfasu.edu

Office hours:
Monday 8-10 am & 1-3 pm
Wednesday 8-11 am & 12-3 pm
Or schedule an 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:

II. PROGRAM LEARNING OUTCOMES

1. Identify as a professional social worker and conduct oneself accordingly. (EPAS 2.1.1)
2. Apply social work ethical principles to guide professional practice. (EPAS 2.1.2)
3. Apply critical thinking to inform and communicate professional judgments. (EPAS 2.1.3)
4. Engage diversity and difference in practice. (EPAS 2.1.4)
5. Advance human rights and social and economic justice. (EPAS 2.1.5)
6. Engage in research–informed practice and practice-informed research. (EPAS 2.1.6)
7. Apply knowledge of human behavior and the social environment. (EPAS 2.1.7)
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. (EPAS 2.1.8)
9. Respond to context that shape practice. (EPAS 2.1.9)
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (EPAS 2.1.10)

*Educational Policy and Accreditation Standards (EPAS) for the Council on Social Work Education

III. 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.
IV. COURSE OBJECTIVES COURSE OBJECTIVES (Student Learning Outcomes)

1. To apply analyze, formulate, and advocate for policies that advance social well-being. (PB: 8.1, EP 2.1.8).


3. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services in generalist practice (PB: 9.1, EP 2.1.9).

4. Identify ways to advocate for human rights and social and economic justice in policy practice, (PB: 5.2, EP 2.1.5).

5. To recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. (PB: 4.1, EP 2.1.4).

6. To understand the forms and mechanisms of oppression and discrimination. (PB: 5.1, EP 2.1.5).

7. Engage in practices that advances social and economic justice. (PB: 5.3, EP 2.1.5).

8. Critically analyze 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 (PB: 10.13,EP 2.1.10).

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 D2LStudent 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)
<table>
<thead>
<tr>
<th>Jan 19</th>
<th>Jan 21</th>
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| **Introduction- Course Overview and Desire2Learn - D2L**  
**CSWE and Generalist Practice**  
Class Posting of Social Problems  
US Constitution Test and School House Rock  
**Literature Reviews, APA, and Paper Requirements**  
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>Jan 26</th>
<th>Jan 28</th>
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| **Creating the Context for Social Policy Analysis**  
The Idea of Public Policy  
Historical Context of Social Problems, Policies, and Programs  
History of Social Policy in the United States  
(Segal and NASW – Supplemental materials)  
*Required Readings: Chambers & Bonk 1-26; Schneider & Netting; Stuart*  
**Analyzing 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 & Bonk 7-26; Chapin; Gershoff, Aber, & Raver*  
*Recommended Readings: Gringeri; Nofz; Anderson & Gryzlak*  
Jan 28 - SOCIAL PROBLEM CHOICE SIGN-UP / Paper Topics are Due in Class  
**Power & Rationality**  
*Required Readings: Helco; Stafford; Gershoff et al.*  
**Definitions of Policy Types**  
Classifying Public Policy  
(Administrative, Legislative, Executive, and Judicial)  
*Required Readings: Doblestein 21-27* |
<table>
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<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Feb 2</td>
<td>Bring Literature Review Books to class and Laptop computers if available</td>
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|       | In-Class Activity 1: 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 |
|       | Feb 4 – Abstracts are due for papers |
| Feb 9 | 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 |
| Feb 11| 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  
    **Assignment A-1 Due February 18 by 2:00 pm (D2L)** |
| Feb 16| 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; Ginsberg; Karger & Stoesz; McInnis-Dittrich |
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<tr>
<th>Date</th>
<th>Activity/Assignment</th>
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<tbody>
<tr>
<td>Feb 23</td>
<td><strong>In-Class Activity 2&amp;3: Models of Policy Analysis</strong></td>
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<td>Feb 25</td>
<td>Groups must bring copies of the following articles to class:</td>
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<tr>
<td>Mar 1</td>
<td><em>Required Readings: Chambers &amp; Bonk 27-39; Dobelstein 67-97; Gil; Ginsberg; Karger &amp; Stoesz; McInnis-Dittrich</em></td>
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<tr>
<td>Mar 3</td>
<td>MODELS CONTINUED</td>
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<td>Mar 8</td>
<td><strong>Library Day Requested for March 1</strong></td>
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<td>Mar 10</td>
<td><strong>Class will meet at the Library: Info Lab</strong></td>
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<td><strong>Exam I –(100 points) March 3</strong></td>
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<tr>
<td>Mar 22</td>
<td>The Analysis of Policy Goals and Objectives in Social Programs and Policies</td>
</tr>
<tr>
<td>Mar 24</td>
<td>Goals &amp; Objectives (Types, Differences, Purpose, Setting)</td>
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<td>Methods of Identifying Goals and Objectives</td>
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<td>Evaluating Program or Policy System Goals and Objectives</td>
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<td></td>
<td><em>Required Readings: Chambers &amp; Bonk 40-62</em>*</td>
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<tr>
<td></td>
<td>Analysis of Types of Benefits and Services</td>
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<td>Classification Scheme for Benefit and Service Types</td>
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<td>Types of Benefits and Services</td>
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<td>Evaluating the Merit of Benefit/Service Type</td>
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<td>Evaluating the Fit of Benefits and Services to the Social Problem Analysis</td>
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<td>Evaluating the Merit of Benefit Forms: Adequacy, Equity, and Efficiency</td>
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<td><em>Required Readings: Chambers &amp; Bonk 63-78</em>*</td>
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<td>Mar 22</td>
<td><strong>SPRING BREAK  (March 15 – March 17)</strong></td>
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<td>Mar 24</td>
<td>Analysis of Eligibility Rules</td>
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<td>Types of Eligibility Rules</td>
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<td>Evaluating the Merits of Eligibility Rules</td>
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<td>Additional Issues with Eligibility Rules</td>
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<td><em>Required Readings: Chambers &amp; Bonk 79-106</em>*</td>
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<td><em>Assignment A-2 Due March 22</em>*</td>
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<td>Thursday, March 24 (Easter Holiday)</td>
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<td>Mar 29</td>
<td>CPS Speaker - Child Welfare Disability Specialist</td>
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<td>Mar 31</td>
<td><strong>In-class Activity 4&amp;5: Analyzing Goals and Objectives, Benefits and Services, and Eligibility</strong></td>
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<td>Apr 5</td>
<td><strong>Required Readings:</strong> Chambers &amp; Bonk 40-106; Badeau &amp; Gesiriech; Loman &amp; Siegel; Pecora et al;</td>
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<td>US HR 3443, US PL 106-109, US HR 347; Wertheimer</td>
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<td><strong>Recommended Readings:</strong> Castro; Chapin Hall Center for Children; The Pew Commission on Foster</td>
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<td>Care, 2005a, 2005b; Perez, O’Neil, &amp; Gesiriech; Strayhorn; USGAO, 1999a, 1999b, 2000, 2003;</td>
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<td>NFCA, 2000a, 2000b</td>
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<td><strong>Analysis of Service-Delivery Systems and Social Policy and Program Design</strong></td>
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<td>Social Policy and Program Design</td>
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<td>Different Types of Administration and Delivery of Social Service Programs, Benefits, and Services</td>
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<td>Criteria for Evaluating Service Delivery</td>
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<td><strong>Required Readings:</strong> Chambers &amp; Bonk 107-137</td>
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<td><strong>Assignment A-3 Due April 7</strong></td>
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<td><strong>Analysis of Methods of Financing</strong></td>
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<td>Private Marketplace</td>
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<td>Private Funding</td>
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<td>Employee Benefit Funding</td>
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<td>Social Insurance</td>
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<td>Public/Government Funding</td>
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<td>The Privatization Movement</td>
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<td><strong>Required Readings:</strong> Chambers &amp; Bonk 138-157</td>
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<td>Apr 12</td>
<td><strong>In-class Activity 6: Analyzing Service-Delivery Systems and Analyzing Methods of Financing</strong></td>
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<td>Apr 14</td>
<td><strong>Required Readings:</strong> Chambers &amp; Bonk 107-157; Badeau &amp; Gesiriech; Casey Family Programs;</td>
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<td>Loman &amp; Siegel; Pecora et al; US HR 3443, US PL 106-109, US HR 347; Wertheimer</td>
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<td><strong>Recommended Readings:</strong> Castro; Chapin Hall Center for Children; The Pew Commission on Foster</td>
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<td>Care, 2005a, 2005b; Perez, O’Neil, &amp; Gesiriech; Strayhorn; USGAO, 1999a, 1999b, 2000, 2003;</td>
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<td>NFCA, 2000a, 2000b</td>
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<td>Apr 19</td>
<td><strong>Exam II</strong> –(100 points) April 19</td>
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<td>Apr 21</td>
<td><strong>FINAL PAPER</strong></td>
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<td><strong>Assignment A-4 Due April 21, 2016</strong></td>
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<td>Apr 26</td>
<td><strong>Analysis of Interactions Among Policy Elements</strong></td>
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<td>Apr 28</td>
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<td>Disentitlement</td>
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<td>Contrary Effects</td>
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<td><em>Required Readings: Chambers &amp; Bonk 158-164</em></td>
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<td>*In-class Activity 7: Analyzing Interactions Among Policy Elements and</td>
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<td>Analyzing Social &amp; Economic Justice, Effectiveness, and Efficiency</td>
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<td>*Required Readings: Chambers &amp; Bonk 158-164; Badeau &amp; Gesirich; Casey</td>
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<td>Family Programs; Loman &amp; Siegel; Pecora et al; US HR 3443, US PL 106-109,</td>
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<td>US HR 347; Wertheimer</td>
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<td><em>Recommended Readings: Castro; Chapin Hall Center for Children; The Pew</em></td>
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<td>Commission on Foster Care, 2005a, 2005b; Perez, O’Neil, &amp; Gesirich;</td>
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<td>Strayhorn; USGAO, 1999a, 1999b, 2000, 2003; NFCA, 2000a, 2000b</td>
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<td>May 3</td>
<td><strong>Policy Presentations</strong> (50 points)</td>
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<td>May 5</td>
<td><strong>TUESDAY</strong> Exam III (Final Exam)</td>
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<td>1:00 – 3:00 pm</td>
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<td>May 10</td>
<td>50 points</td>
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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 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 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:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exams</td>
<td>3 @ 100 points each = 300</td>
</tr>
<tr>
<td>Quizzes</td>
<td>5 @ 10 points each = 50</td>
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<tr>
<td>Assignment A</td>
<td>Part 1 @ 50 pts. - A-1 = 220</td>
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<td>Part 2 @ 20 pts. - A-2</td>
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<td>Part 3 @ 50 pts. - A-3</td>
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<td>Part 4 @ 100 pts. - A-4</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 each = 70</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>= 700</strong></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 May 3-5 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 powerpoint 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
Importance 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)
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.

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 complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

Withheld Grades Semester Grades Policy (A-54)

Ordinarily, at the discretion of the instructor 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.
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 the Student Conduct Code, policy D-34.1). 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 or 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.

IX. 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, go to http://www.sfasu.edu/disabilityservices/.
Assignment A: Policy Analysis Paper  
EPAS 2.1.8 PB 8.1, 8.2

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 January 28, 2016. 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:
   e. Diverse client populations
   f. All client systems including individuals, families, small groups, communities, and organizations
   g. Social and economic justice
   h. 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.)

**EPAS 2.1.6, PB 6.1, 6.2**

Please refer to the **Course Schedule** for the due dates.
Assignment B: Current Events

EPAS 2.1.8, PB 8.1, 8.2
EPAS 2.1.2, PB 2.1-2.4.

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.

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
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.

EPAS 2.1.6, PB 6.1, 6.2


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


effects of foster care: Early results from the Casey National Alumni Study. Seattle, WA: Casey Family Programs. [Available online at www.casey.org/Resources/Publications]


