Social Work 920 (section 020):
Child, Youth, and Family Policies and Services
Fall 2018

Instructor:	Lindsay Brekke, Associate Lecturer	**Office Hours:**	By Appointment
Phone:	651-233-0718	**Class Time:**	Saturdays 9:00am-1:00pm
E-mail:	lbrekke@wisc.edu	**Location:**	UW-Eau Claire, HHS 226
Credits:	2	**Instructional Mode:**	Face-to-face
Canvas URL:	http://canvas.wisc.edu/courses/119458		

I. COURSE DESCRIPTION

This course considers legislation, policies, and institutional structures that affect children, youth, and families across multiple service systems.
Attributes and Designations: Graduate or Professional Standing
How credit hour is met: One 4-hour class period each week over the 7-week session and carries the expectation that students will work on course learning activities (reading, writing, studying, etc.) for about 8 hours out of classroom for every class period.

II. COURSE OVERVIEW

This course meets the Policies and Services requirement for the Advanced Generalist Curriculum. The focus or context for this Policies and Services course is Child, Youth, and Family Welfare. For non-Child, Youth, and Family Welfare students, this course may be taken as a free elective. The purpose of this course is to provide students with a fundamental understanding of national, state and local child and family welfare policies, and to examine how these policies affect or are affected by social, economic and cultural trends, research evidence, and values.

Students will develop skills for assessing the strengths and weaknesses of these policies and services, for identifying, analyzing and evaluating their intersections, and for understanding their effects on children, youth and families. Particular attention will be paid to the causal logic underpinning child and family policies, how policies are implemented in practice, and to the intended and unintended outcomes of these policies. Students will enhance skills for critically consuming research and use the existing research literature as a tool for evaluating the successes and failures of various policies relevant to children, youth, and families.

Course requisites are for those with graduate or professional standing. The syllabus includes additional information about meeting times and expectations for student work.

III. LEARNING OUTCOMES: COMPETENCY, DESCRIPTIONS AND DIMENSIONS

Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measure through course activities, readings and assignments and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. The objective of this course is to help students to demonstrate understanding and mastery of knowledge, values, skills and cognitive and affective processes relevant to the competencies described in Appendix A.

IV. COURSE CONTENT

Week/ Date	Topics	Readings	Assignment Due
Wk. 1 9/8	**Part 1:** **Introduction to the Course** • Review syllabus, course goals, & class expectations • Introduction to policy logic models • Impact of policy on vulnerable groups		
	Part 2: **Social Problem Construction and Policy Development** • History and overview of child and family policy in the U.S. • Relationship between social problems and public policy • PWRORA of 1996 • How social/ cultural/ economic/ political and demographic factors influence policy development • Discuss influences of global and environmental factors on policy development • Intro to use of research evidence in policy In-class activities: • Watch video on "Welfare and Politics": http://nyti.ms/1O8xiUv	Hahn, H. (2015). Federal expenditures on children: What budget policy means for children's policy. *SRCD Social Policy Report, 29*(1), 1-16. Eversman, M.H. & Bird, J.D.P. (2017). Moral panic and social justice: A guide for analyzing social problems. *Social Work, 62*, 29-36. Goodnough, A. (2017, February 25). The adults a Medicaid work requirement would leave behind. *New York Times.* https://www.nytimes.com/2017/02/25/health/medicaid-work-requirement.html	

	• Discussion of how social/ cultural/ economic/ political and demographic factors influence social problems and policy development • Picking a policy topic		
Wk. 2 9/15	**Part 1:** **Policy Logic Model: Intended Outcomes** • How to identify and measure policy intended outcomes • Role of outcome measurement in determining policy success • How social/ cultural/ economic/ political and demographic factors influence policy outcomes • Using research to assess policy outcomes • Identifying differential impacts of policy on vulnerable groups • Identifying global and environmental factors in relation to social indicators In-class activities: • Describing and analyzing data exercise	Read one of the following: Danziger, S. K., Danziger, S., Seefeldt, K. S., & Shaefer, H. L. (2016). From welfare to a work-based safety net: An incomplete transition. *Journal of Policy Analysis and Management*, *35*(1), 231-238. Haskins, R. (2016). TANF at age 20: Work still works. *Journal of Policy Analysis and Management*, *35*(1), 224-231. Optional: Moore, K. A. & Brown, B. V. (2003). *The uses (and misuses) of social indicators: Implications for public policy* (Child Trends Research Brief #2003-01). Washington, DC: Child Trends.	**CRR worksheet** **Policy topic choice**
	Part 2: **Policy Advocacy and Research** • How to be a critical consumer of research • Using research evidence in policy evaluation and advocacy • Issue framing and communication in advocacy • How social/ cultural/ economic/ political and demographic factors shape issue frames In-class activities: • Small group discussion of CRR worksheet	Lens, V. (2005). Advocacy and argumentation in the public area: A guide for social workers. *Social Work, 50*(3), 231-238. Read and complete CRR worksheet for one of these; skim the other: Gennetian, L. A., & Miller, C. (2002). Children and welfare reform: A view from an experimental welfare program in Minnesota. *Child Development*,*73*(2), 601-620. Chase-Lansdale, P. L., Moffitt, R. A., Lohman, B. J., Cherlin, A. J., Coley, R. L.,	

		Pittman, L. D., ... & Votruba-Drzal, E. (2003). Mothers' transitions from welfare to work and the well-being of preschoolers and adolescents. *Science*, *299*(5612), 1548-1552. Optional: Prichard, M., Burney, N., Farrell, P. & Moore, M. (2011). Reclaiming Futures: Using communication to drive community and systems change. *Children and Youth Services Review, 33*, S34-S40.	
Wk. 3 9/22	**Part 1:** **Policy Logic Models: Policy Inputs and Outputs** • Identifying and measuring policy inputs and outputs • Overview of K-12 education policy • State and local school voucher programs • Policies for students with disabilities in schools In-class activities: • Identifying inputs and outputs in education policy • Listen and discuss podcast on "Texas May be Denying Tens of Thousands of Children Special Education" by NPR: http://www.npr.org/sections/ed/2016/10/21/496943376/texas-may-be-denying-tens-of-thousands-of-children-special-education	National Conference of State Legislatures. *Summary of the Every Student Succeeds Act.* Retrieved September 3, 2016 from: http://www.ncsl.org/documents/educ/ESSA_summary_NCSL.pdf Mills, J. N. & Wolf, P. J. (2017). *How has the Louisiana scholarship program affected students? A comprehensive summary of effects after three years.* New Orleans, LA: Education Research Alliance for New Orleans. Optional: Brief overview of the history of the Elementary and Secondary Education Act (ESEA): http://www.edweek.org/ew/section/multimedia/the-nations-main-k-12-law-a-timeline.html	**Social Problem and Policy Description Paper**
	Part 2: **Policy Logic Model: Policy Side Effects** • Understanding negative and positive policy side effects as it relates to	Read one of the following: Vargas, E. and Ybarra, V. (2017). U.S. citizen children of undocumented parents: The link between state immigration policy and the health of Latino children. *Journal of*	

	social/cultural/economic/ environmental and global factors • Differential impacts of policy on different sub-groups and inequality in health and education In-class activities: • Identifying policy side effects	*Immigrant and Minority Health, 19,* 913-20. Aizer, A., Currie, J., Simon, P., & Vivier, P. (2015). *Inequality in lad exposure and the Black-White test score gap.* Working Paper. National Bureau of Economic Research.	
Wk. 4 9/29	**Part 1:** **Policy Vacuums: Creating Safe Contexts for LGBTQ Youth in the Absence of National Policies** • Overview of federal and state policies to protect LGBTQ youth in education and child welfare systems • Impacts of policy on LGBTBQ youths' experiences in schools and child welfare system GUEST SPEAKER In-class activities: • Identifying organizational policies that support or hinder addressing the needs of LGBTQ youth	Youth Equality Alliance (2014). *Living in the margins: A report on the challenges of LGBTQ youth in Maryland education, foster care, and juvenile justice systems.* Baltimore: FreeState Legal Project.	**PLM #1**
	Part 2: **Policy Implementation** • Organizational and institutional factors influencing policy implementation • Factors influencing workers' decision-making • Overview of early care and education policies • Challenges to implementing federal policy at the state and local level	Hasenfeld, Y. (2010). Organizational Responses to Social Policy: The Case of Welfare Reform. A*dministration in Social Work*, 34:148–167. Schram, S. F., Soss, J., Fording, R. C., & Houser, L. (2009). Deciding to discipline: Race, choice, and punishment at the frontlines of welfare reform. *American sociological review*, *74*(3), 398-422. Magnuson, K., & Waldfogel, J. (2015). Delivering high-quality early childhood education and care to low-income children:	

	• Disparate access to early care and education for different sub-groups • Families' experiences of child care policies • Discuss global and environmental factors as it relates to affordable-high quality child care In-class activities: • Discussion on opportunities and pitfalls of policy implementation • Comparing costs/benefits of diverse policy approaches to providing high quality ECE and differential impacts on different groups	How well is the US doing? In L. Gambaro, K. Stewart, & J. Waldfogel (Eds.), *An equal start: Providing quality early education and care for disadvantaged children (p. 193-217)*. Bristol, UK: University of Bristol, Policy Press.	
Wk. 5 10/6	**Part 1:** **Policy Implementation Continued Child Welfare System** • Overview of child welfare policy • Current practice issues in child welfare • Implications of the Indian Child Welfare Act for serving Native American families In-class activities:	Slack, K.S. & Paul, J. (2017). Child welfare policy. In E. Dearing and E. Votruba-Drzal (Eds.), *The handbook of early childhood development programs, practices, and policies: Theory-based and empirically-supported strategies for promoting young children's growth in the United States*. Newark, N.J.: John Wiley & Sons. Smith, B. D., & Donovan, S. E. (2003). Child welfare practice in organizational and institutional context. *Social Service Review*, *77*(4), 541-563.	
	Part 2: **Disproportionality and Disadvantage in Child and Family Service systems** • Overview of juvenile justice system on a local and global perspective • Intersection of juvenile justice system with other systems In-class activities:	Marshall, J.M. & Haight, W.L. (2014). Understanding racial disproportionality affecting African American youth who cross over from the child welfare to the juvenile justice system: Communication, power, race and social class. *Children and Youth Services Review, 42*, 82-90. Curtis, A. J. (2013). Tracing the school-to-prison pipeline from zero-tolerance policies	

	• Discussion on underlying causes of disproportionality across social service systems In class activities : Poverty diagram/ discussion?	to juvenile justice dispositions. *Geo. LJ*, *102*, 1251. Optional: Teasley, M.L. et al. (2017). *Increasing Success for African American Children and Youth.* Working Paper #21. Grand Challenges for Social Work Initiative. American Academy of Social Work and Social Welfare.	
Wk. 6 10/13	**Part 1:** **Mental Health** • Overview of Mental Health services and supports • Intersection of mental health and supports for families	Wisconsin Legislative Fiscal Bureau (2017). Services for Persons with Mental Illness and Substance Abuse Disorders. *Informational Paper 48*, 1-4.	**Policy Memo &** **PLM #2**
	Part 2: **Substance Use Disorder** • Overview of Substance Use Disorder policy and implementation • Impact of substance use disorder on the family system	Substance Abuse and Mental Health Services Administration. Alcohol, Tobacco and Other Drugs. Retrieved from: https://www.samhsa.gov/atod	
Wk. 7 10/20	**Part 1:** **Policy Presentations**		**Presentations**
	Part 2: **Policy Presentations** **Wrap-up and Review** **Course Evaluations**		

V. TEXTS AND READING MATERIALS FOR THE COURSE

See Weekly Class Descriptions for the required readings for each class, which can be accessed on Canvas. Because the field of social policy is dynamic be advised that additional readings or modifications of the readings may occur for optimal learning. Please note, if any changes occur it will be done so no later than one week before the scheduled class session for which they are assigned. Students are expected to check email and Canvas regularly.

VI. EVALUATION: Assignments, Grading and Methods

Assignments Due Dates and Points:

Assignment	Points/Percentage of Grade	Due Date
Policy Topic Selection	n/a	9/15 at 9am
Critical Review of Research Worksheet	10	9/15 at 9am
Social Problem & Policy Description Paper	15	9/22 at 9am
Policy Logic Model (PLM) #1	10	9/29 at 9am
Policy Memo & PLM #2	35	10/20 at 9am
In-Class Presentation	15	10/20
Attendance and Class Participation	15	On-going
Total Points	**100**	

Assignment Descriptions, Instructions and Grading Criteria:

1. **Attendance and Class Participation (Ongoing, 15 points)**

Your presence and active engagement in this seminar throughout the semester will allow us to collectively establish an intellectually and emotionally safe environment for learning. In addition to class attendance expectations, you are also expected to participate through class discussions, inquiry, and being actively and thoughtfully engaged in class exercises. Net of attendance, highest participation grades will go to students who achieve an effective balance of speaking/inquiring and actively listening to others.

Rubric:

Element	Points Value (15)
Attended all classes	9
Participation in large group discussions	3
Participation in small group discussions	3

2. **Critical Review of Research Worksheet (Due September 15, 10 points): See Appendix B**

3. **Policy Project: Multiple assignments: See Appendix C**

Grading Scale: Final grades will be assigned with the following grading scale for graduate courses:

A	94-100	Outstanding; surpasses expectations in all areas
AB	88-93	Surpasses expectations in many areas
B	82-87	Meets expectations in all areas
BC	76-81	Meets expectations in some areas; below in others
C	70-75	Below expectations in most areas, not acceptable graduate work
D	64-69	Below expectations in all areas
F	<64	Fails to meet minimal expectations in all areas, not acceptable work

VII. COURSE POLICIES

Expectations

Students are expected to:
- Attend class each session, actively participating in the in-class exercises and discussions.
- Read critically (and think about) all required readings before coming to class. Many students find it useful to take notes.
- Complete all assignments by the due dates and times (thus you are expected to plan your life so that you can make the required deadlines in the course).
- Be respectful of the instructor and other class members--a diversity of views and opinions may be articulated during discussions.
- Conduct yourselves as professionals during class and during interactions with the instructor regarding SW920 outside of class. This includes such conduct as:
    - Turning off (or silencing) cell phones (and pagers) during class.
    - Refrain from taking calls, texting, and using social media, or from using the internet for anything other than directed class work.
    - Write email correspondence to the instructor and other students in a manner that would be considered professional, respectful, and timely.
- Use laptops and other electronic devices only for taking notes. Taking handwritten notes is strongly recommended and has been associated with better learning outcomes compared to note-taking on laptops (see the 2014 article "The Pen is Mightier than the Keyboard" by Mueller and Oppenheimer: http://pss.sagepub.com/content/25/6/1159).

The instructor is expected to:
- Co-create a classroom environment that facilitates learning.
- Assure that course objectives are being met.
- Hold regular office hours.
- Be available to address student questions through emailed correspondence.
- Give reasonable guidance on preparing for the exams and assignments.
- Provide prompt feedback on evaluation materials for the course

Attendance Policy

Due to the accelerated nature of courses in the University of Wisconsin-Madison Part-Time MSW Program, students are expected to attend all scheduled classes and to arrive on time.

Prompt arrival to all courses is required.
- Instructor may take actions they deem appropriate if a student is consistently tardy.
- Instructor may also consider a significantly late arrival or early departure as an absence.

To ensure a quality educational experience, students must attend and participate in all classes.

- Attendance will be taken at each class and students' level of participation noted. Attendance and participation will count toward your class participation grade.
- Excused & Unexcused Absences:
  - The first unexcused absence will result in a student's grade being dropped by 5 percentage points (out of 100; i.e., ½ grade).
  - The second unexcused absence will place the student at risk for failing the course.
  - On a case by case basis, it is left to the instructor's discretion as to what is defined as an excused absence. In order for an absence to be excused, you must notify the instructor prior to class.
- Additional graded make-up work appropriate for the content missed will be assigned for excused and unexcused absences. Students will be required to write a two-page report on the topics covered in class based on the required readings as well as additional readings provided by instructor.
- Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure.
- Students who must be absent due to inclement weather or other emergencies should contact the instructor prior to the start of class to be considered for an *excused* absence.
- Inclement Weather Policy
  - If there is inclement weather across the Program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.
  - If classes are cancelled due to inclement weather, students will be expected to engage in that week's materials as decided by the instructor. This may include but is not limited to podcasts or livestream web.
  - If classes are not cancelled but an individual student concludes he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan to not travel. This absence will be considered excused and makeup work will be assigned.

Late Assignment Policy
Any requests for extensions on assignments must be made and approved at least 24 hours in advance of the due date. Unapproved late assignments may not be accepted and will be marked down. If you are not able to be in class the day an assignment is due, you are still responsible for turning in your assignment on the due date.

Grading Questions
Your goal for this and other courses should be to make the most of your learning experience, and not to simply "get an A." Your expectations about the grades you receive on assignments should be wholly based on (1) the extent to which you respond to assignment objectives, (2) the quality of your writing (to include grammar and spelling, organization, and clarity), and (3) your ability to demonstrate critical thinking. If there is something about an assignment that is unclear to you, it is your job to bring this to the instructor's attention. Grade expectations should NOT be based on what you have received in other courses—this is never a legitimate argument for appealing a grade. If you have an issue with a grade that you receive on a particular assignment in this course, you may appeal the grade by documenting in

writing your reasons for the appeal with specific attention to the three points raised above and submitting the appeal to the instructor within one week of when the assignment is returned.

Disability Accommodations
The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students requiring accommodation, as approved by the McBurney Center, are expected to provide the instructor with a Faculty Notification Letter by the second week of the semester, or as soon as possible after a disability has been incurred or recognized. For more information, please contact the McBurney Center at mcburney@odos.wisc.edu; Phone at 608-263-2741; Text messaging at 608-225- 7956; or by FAX at 608-265-2998, 711 (Via relay); Address is 702 W. 16 Johnson St, #2104, Madison WI 53706. The instructor will work either directly with the student or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Code of Ethics, Professional Conduct & Plagiarism
BSW and incoming MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the School's Principles of Professional Conduct. In doing so, they agreed that while in the BSW or MSW Program they would honor the NASW Code of Ethics and Principles of Professional Conduct, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom, in the field and in the preparation of course assignments.

Writing Resources
The Writing Center at UW-Madison, 6171 Helen C. White Hall, 600 N. Park St., (608) 263-1992, has a wealth of resources for students. The website address is: www.writing.wisc.edu. Students can expect a response on their paper within 48 hours. (Times may vary depending on the Center's work load/time of the semester.) The website also has information about free writing workshops and instructional materials on effective writing, APA style, etc.

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
2.1.2 Engage Diversity and Difference in Practice Advanced practice social workers demonstrate in a focus area an advanced understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity. They demonstrate comprehension that dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Advanced practice social workers recognize that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim, and apply this recognition in their practice. They also demonstrate in practice their understanding of the forms and mechanisms of oppression and discrimination, and a recognition of the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.	Lecture, readings, and discussion related to dimensions of diversity and the intersectionality of multiple factors affecting policy implementation, policy outcomes, and clients' experiences of policy. (K, V, S, C & A) Lecture, video/audio, readings, and discussion on the forms and mechanisms of oppression and discrimination and the structural and cultural factors influencing child, youth, and family policies and leading to differential impacts for different groups. (K, V, S, C & A) Assignment: Critical Review of Research Worksheet (K, V, S, C &A) Assignment: Social Problem and Policy Description Paper (K, V, S, C &A) Assignment: Policy Logic Model (K, V, S, C & A) Assignment: Policy Memo & PLM #2 (K, V, S, C &A) Assignment: In-Class Presentation (K, V, S, C &A)	Weeks 2, 3, 4, 5, 6 Weeks 1, 2, 3, 4, 5, 6 Appendix B Appendix C Appendix C Appendix C Appendix C
2.1.3: Advance Human Rights and Social, Economic, and Environmental Justice Advanced Generalist social workers demonstrate in their focus area an understanding that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Advanced generalist social workers incorporate in practice an understanding of the global interconnections of oppression and human rights violations, and knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Advanced generalist social workers employ strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil,	Lecture and discussion on theories of human need and social justice and strategies to promote social and economic justice and human rights. (K,V, S, C&A) Lecture and discussion on strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and with adequate protections for children, youth and families. (K, V, S, C&AP) Assignment: Social Problem and Policy Description Paper (K, V, S, C &A)	Weeks 1, 2, 3, 4, 5, 6 Weeks 1, 2, 3, 4, 5, 6 Appendix C Appendix C

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
political, environmental, economic, social, and cultural human rights are protected.	Assignment: Policy Logic Model (K, V, S, C & A) Assignment: Policy Memo & PLM #2 (K, V, S, C &A) Assignment: In-Class Presentation (K, V, S, C &A)	Appendix C Appendix C
2.1.5: Engage in Policy Practice Advanced Generalist social workers demonstrate a developed understanding that human rights, social justice, social welfare and services in the focus area are mediated by policy and its implementation at the federal, state, and local levels. They understand the history and current structures of social policies and services in the focus area, the role of policy in service delivery, and the role of practice in policy development in the focus area. Advanced Generalist social workers understand, demonstrate, and engage policy development and implementation within their focus area practice settings at the micro, mezzo, and macro levels to affect change within those settings. They recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy in the focus area. They also demonstrate advanced levels of knowledge about policy formulation, analysis, implementation, and evaluation in the focus area. Advanced Generalist social workers understand and apply theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the focus area to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. They understand and demonstrate an array of strategies to engage diverse clients and constituencies to advance practice effectiveness in the focus area. Advanced Generalist social workers demonstrate advanced understanding of how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies in the focus area. They value and employ principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals in the focus area.	Lecture, reading, video/audio, and discussion related to the history and current structures of social policies and services in the focus area, the role of policy in service delivery, and the role of practice in policy development pertaining to children, youth and families. (K, S, V, C&A) Lecture, reading, video/audio, and discussion on the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy related to children, youth, and families. (K, S, V, C&A) Lecture, reading, video/audio, and discussion on policy formulation, analysis, implementation, and evaluation affecting children, youth, and families. (K, S, V, C&A) Assignment: Critical Review of Research Worksheet (K, V, S, C &A) Assignment: Social Problem and Policy Description Paper (K, V, S, C &A) Assignment: Policy Logic Model (K, V, S, C & A) Assignment: Policy Memo & PLM #2 (K, V, S, C &A) Assignment: In-Class Presentation (K, V, S, C &A)	Weeks 1, 2, 3, 4, 5, 6 Weeks 1, 2, 3, 4, 5, 6 Weeks 1, 2, 3, 4, 5, 6 Appendix B Appendix C Appendix C Appendix C Appendix C

APPENDIX B

Critical Review of Research Worksheet (Due September 15, 10 points)

Students will complete a critical review of research worksheet on an empirical research article (students choose between one of two required readings assigned in Week 2). The purpose of this assignment is to familiarize students in how to read and assess empirical research studies. Students will continue to build on this skill in subsequent assignments and will be expected to use empirical studies in their assessment of their selected policy topic (see next assignment description).

Instructions: In approximately 1.5 to 2 double-spaced pages, students will briefly answer the following questions about the empirical article. The instructor will provide a template for the worksheet. Print and bring the completed worksheet to class to be used in class discussion.

1. How do the authors describe the sample included in the study? (i.e., how many participated? who was invited to participate? what are the demographics of the participants?)
2. What are the research questions and hypotheses?
3. What is the theoretical orientation/causal logic of the study? (i.e., what theories do the authors describe? how do they explain the relationships they are investigating?)
4. What are the measures used to assess each key construct?
5. What types of analyses were used to address the research questions? (i.e., is the study experimental or non-experimental? how do the authors describe the analyses?)
6. What are the key findings of the study? Briefly summarize the key takeaways.
7. According to the authors, what are the strengths of the study? In your view, what are other strengths of the study?
8. According to the authors, what are the limitations of the study? In your view, what are other limitations of the study?
9. What are the policy implications of the study overall and for different sub-groups? What one or two unanswered questions remain?

Rubric:

Element	Points Value (10)
Completeness and accuracy of CRR worksheet (one point per question)	9
Grammar, spelling, and organization	1

APPENDIX C

Policy Project: Multiple assignments

Students will complete an individualized project on an approved social policy topic pertaining to children, youth, and/or families. Students will select a policy topic for their project in consultation with the instructor. This policy topic will be used in five assignments: 1) social problem and policy description paper; 2) policy logic model; and 3) annotated bibliography; 4) policy memo; and 5) in-class presentation. Students' policy topic choice is due in class on September 15th.

Social Problem and Policy Description Paper (Due September 22, 15 points):

The social problem and policy description paper should describe the key elements of the policy and the social problem or issue the policy aims to address. The purpose of this assignment is for students to familiarize themselves with their policy topic and the social problem underlying their policy topic. This paper should be no more than three pages, double-spaced, using 12-point font and 1-inch margins.

Instructions: Student will answer the following questions about their policy and social problem:

I.   Social problem description (about ½ page-1 page): What is the social problem underlying the issue? How serious is it? How many people are affected? Use current statistics to describe the social problem to the extent possible (or state why these are not available).

II.   Policy description (about 1-1.5 pages): Briefly describe the key elements of the policy. Is this a federal, state, or local policy? What are the key goals? What are the key services/benefits? Who is served by the policy? Note: you are being asked to simply describe the policy, not to evaluate the policy.

III. Policy context (about 1 page): What is the relationship between the social policy and the social problem it intends to address? What social, economic, cultural, political and demographic factors contributed to the development and implementation of the policy (select the most important 2-3 factors)? What key actors and stakeholders (advocacy groups, media, politicians, clients) played a role in the development of the policy (and who was left out)?

Rubric:

Element	Points Value (15)
Demonstrates thorough understanding of social problem; uses statistics effectively	3
Demonstrates thorough understanding of key components of social policy	5
Demonstrates thorough understanding of relationship between social problem and social policy and the context of the social policy	5
Grammar, spelling, and organization; followed instructions	2

Policy Logic Model (Due September 29, 10 points):

Students will create a policy logic model (PLM) for their chosen policy topic. The policy logic model is a useful tool for assessing the effectiveness of social policies and forms the basis for the policy memo, and this will allow students to get feedback early in the course. Students will turn in a revised PLM with their policy memo assignment (referenced below). A policy logic model template to be used in the assignment will be distributed in the first week of class.

Instructions: Students will fill in the policy logic model template, which includes the inputs, outputs, intended outcomes, policy side effects, and policy context. The logic model can be filled in (either typed or with very neat handwriting) or you can type a document with the relevant sections from the model. In conjunction with the template, students will include a ½ page to 1 page max (double-spaced, one-inch margins) description of the causal logic of the policy that states how the policy's inputs/outputs are expected to influence the intended outcomes of the policy. The causal logic of the policy may be explicitly outlined in the policy you have chosen, or implicitly understood through the discourse and debate that influenced the policy. Political perspectives, academic theories, and cultural values may all help to illustrate presumed causal links. Good grammar, spelling, clarity and organization are expected; sources used should be cited and included in a bibliography.

Rubric:

Element	Points Value (10)
Completeness and accuracy of policy logic model components (1 points per component)	5
Demonstrates thorough understanding of the causal logic of the policy	5
Grammar, spelling, and organization; bibliography and citations included	2

Policy Memo (Due October 20, 35 points):

Students will write a policy memo on the selected policy topic. The policy memo is a written, critical analysis of the social policy topic, including the social problem, assessment of the research evidence related to the policy, and recommendations for policy change. The policy memo will be addressed to a key stakeholder in the policy issue and will advocate for a change in policy based on the assessment of the policy. A handout on effective strategies for writing policy memos will be provided. This assignment has two parts:

Part 1: Policy memo. Instructions: The policy memo will follow a specific format and structure. The instructor will provide a template, which will include the following components. The body of the memo (parts III to VII) should be 2.5 to 3 single-spaced pages in length (12-point font, 1-inch margins) and cannot exceed 3 pages. Graphs and figures may be included in a supplementary appendix, but are not required.

I.   Cover page: Include who the memo is directed to; the author of the memo; date; and subject of the memo.
II.   Executive summary: One-paragraph summary of the key content of the memo. This section should be able to stand alone.

III.   Define the social problem and significance: Describe the social problem the policy intends to address and why it's an important issue. Use current statistics to the extent possible. Pay attention to how you frame the issue to convince your audience of its importance.

IV.   Assessment of the policy: Provide a discussion of the current effectiveness of your policy in addressing the social problem. Evaluate how well the policy is meeting its intended outcomes and identify the policy side effects. Use research evidence to back-up your claims. State whether and how the policy differentially impacts vulnerable groups. This assessment should support your policy recommendations in the next section.

V.   Policy recommendations: State your recommendations for making a policy change to address the social problem based on your assessment of the current policy. This can include modifying, expanding, or replacing the policy with another policy approach, but your recommendations must stem logically from your assessment of the current policy in the preceding section. Be specific about your recommendations and explain why this is the best course of action.

VI.   Address potential counterarguments: Anticipate one or two counterarguments to your recommendations (e.g., costs are too high; implementation challenges; would not be feasible politically) and provide a justification for why we should proceed with your recommendations (i.e., benefits would be higher that the costs; identify approaches to overcome implementation challenges).

VII.   Conclusion: Briefly and succinctly reiterate your conclusions from your assessment of the policy and your recommendations. Remind the reader of the big picture--the significance and urgency of the social problem—i.e., why this matters. Indicate the next steps that the reader should take to act on your recommendations.

VIII.   Bibliography: Include a reference list with sources used in the memo. The bibliography should include a minimum of 3-5 empirical research articles used to assess the effectiveness of the policy. For these sources include a brief (3-4 sentence) summary of the study and why you selected it.

      Part 2: Policy logic model: Students will turn in a revised policy logic model based on feedback from the instructor on their first logic model. Students will turn in a revised, completed policy logic model template (description of the causal logic of the policy is not required).

Rubric:

Element	Points Value (35)
Executive summary provides a brief and clear summary of key content of memo	2
Thorough description of social problem; convincing argument for why it's an important issue; policy frame is relevant for intended audience	5
Thorough assessment of the policy; stated how well the policy is meeting intended outcomes; identified policy side effects; identified differential impacts of policy on vulnerable groups; used research evidence to support arguments	8
Provides specific recommendations for policy change; recommendations stem logically from assessment of policy;	7

provides convincing argument for recommendations tailored to audience	
Identified one or two potential counterarguments; provided a rebuttal to each counterargument	3
Conclusion summarizes key points, reiterates importance of the issue, and identifies one or two next steps that the stakeholder should take; action steps are appropriate for the stakeholder	2
Bibliography is complete; sources are cited correctly using APA style; included summary of 3-5 research articles	2
Completeness and accuracy of policy logic model components; revised based on instructor feedback	5
Followed assignment instructions; good grammar, spelling, and organization	2

In-Class Presentation (Due October 20, 15 points):

        Students will give a short presentation (maximum 20 minutes) in class on their policy topic. This provides an opportunity for the whole class to learn about a wide range of policies and for students to practice and receive feedback on their presentation skills. The instructor will provide a powerpoint template for the presentation, which will address the following topics:

- o Description of social problem and policy
- o Description of key elements of the logic model—intended outcomes, inputs/outputs, side effects, and policy context
- o Assessment of policy effectiveness
- o Recommendations for policy change
- Rubric:

Element	Points Value (15)
Content of presentation: adequately addressed each topic	8
Overall quality of presentation and presentation skills, including organization, visual presentation, clarity, and pace; stayed within the maximum time limit	7