School of Social Work
University of Wisconsin-Madison
1350 University Avenue
Madison, WI 53706

SW 921: Child Welfare Policies and Services
Fall 2018

Instructor:	Jonelle Q Brom, MSW, CAPSW	**Office Hours:**	By appointment
Phone:	608-617-7999	**Class Time:**	Tuesdays, 3:30PM – 5:20PM
Email:	brom@wisc.edu	**Location:**	UW Madison School of Social Work Room 114
Credits:	2	**Instructional Mode:** All Face-to-Face	

Canvas Course URL: https://canvas.wisc.edu/courses/117077

I. COURSE DESCRIPTION

Implications of knowledge from the social and behavioral sciences and public welfare policy on child welfare problems and services.

Course designations and attributes: This courts counts toward the 50% graduate coursework requirement.

Requisites: Graduate or professional standing

How credit hour is met: This class meets for one two-hour class period each week over the semester and carries the expectation that students will work on course learning activities (reading, writing, studying) for about four hours out of classroom each week. The syllabus includes additional information about meeting times and expectations for student work.

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 Children Youth and Family Welfare. For non-CYFW students, this course may be taken as a free elective. This course is primarily for graduate students in social work and related human service professionals. It is a required course for the Title IV-E Public Child Welfare Training students. The purpose of this course is (1) to provide students with a fundamental understanding of national, state and local child welfare policies and to examine how these policies affect and inform child welfare programs, and (2) to explore how social events and knowledge from the social and behavioral sciences inform child welfare.

Students will develop skills for assessing the strengths and weaknesses of child welfare policies and services, for identifying, analyzing and evaluating their intersections, and for understanding their effects on children, youth and families from diverse backgrounds and circumstances. Particular attention is paid to the ways in which involvement in multiple service systems may affect children, youth, and families, as well as innovations in policies and programs to serve families with multiple needs. The course primarily focuses on the public child welfare, but other policies and services affecting children and families involved with or at risk of becoming involved with the child welfare system will also be identified and analyzed.

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 measured 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 competencies addressed in this course can be found in Appendix B.

IV. COURSE CONTENT

Week/ Date	Topics	Readings	Assignment Due
Week 1 **9/11/18**	**Course overview** • Introductions • Syllabus Review • Policy Logic Model Framework • Mapping • Impact of Policy on Vulnerable and Marginalized Groups In-class handouts: • Syllabus • Policy Logic Model template	No readings	
Week 2 **9/18/18**	**Overview of Federal Child and Family Policy** • History and overview of child and family policy in the U.S. • How to systematically identify relevant resources for evaluating policy • How to critically consume research to inform policy • Potential sources of bias in research In-class handouts: • Critical Review of Research Worksheet (for 9/26) • Flowchart of Wisconsin's child welfare system • Fact sheet on major federal policies related to child protection, child welfare, and adoption	Slack, K.S. and 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. National Academies of Sciences, Engineering, and Medicine (2016). *Federal Policies and Investments Supporting Parents and Children in the United States,* pp. 101-123. In V.L. Gadsden, M. Ford, & H. Breiner (Eds.), Parenting Matters: Supporting Parents of Children 0-8. Washington, DC. The National Academies Press. https://doi.org/10.17226/21868 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 **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	
Week 3 **9/25/18**	**Critical Review of Research** • Implications of research designs for the knowledge base for child, youth, and family policy. • Implications of measurement for understanding social problems and issues. • Considerations of generalizability of research findings.	**Select one reading as focus of CRR; skim other readings:** 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 Immigrant and Minority Health, 19*, 913-20. Ausikaitis et al. (2015). Staying in school: The	**CRR # 1 due**

Week/ Date	Topics	Readings	Assignment Due
	In-class activities: • Using research in policy development, implementation, and evaluation • Small and large group discussions on application of CRR to readings Guest Lecturer: **Devon Syranen**, PhD Director, Bureau of Compliance, Research, & Analytics, Department of Children and Families	efficacy of the McKinney-Vento Act for Homeless Youth. *Youth & Society, 47(5),* 707–726. Jonson-Reid, M., Drake, B., & Kohl, P.L. (2009). Is the overrepresentation of the poor in child welfare caseloads due to bias or need? *Children and Youth Services Review, 31*, 422-427. Hirsch, B.K., Yang, M., Font, S.A., & Slack, K.S. (2016). Physically hazardous housing and risk for child protective services involvement. *Child Welfare, 94(1), 87-104*.	
Week 4 10/2/18	**Child Support Policy and the Child Welfare System: How Research Can Affect Policy Change** • The role of research in the identification of a social problem • Challenges and successful strategies using research as an advocacy tool • Frameworks for understanding the emergence of policies In-class handout: • Wisconsin policy on child support for children in foster care Guest Lecturer: TBD , **Maria Cancian**, Professor, School of Social Work and La Follette School of Public Affairs	Cancian, M., Cook, S.T., Seki, M. & Wimer, L. (2017). Making parents pay: The unintended consequences of charging parents for foster care. *Children and Youth Services Review, 72*, 100-110. Mintrom, M. & Norman, P. (2009). Policy Entrepreneurship and Policy Change. *The Policy Studies Journal, 37*, 649-667.	
Week 5 10/09/18	**Social Problem Construction and Application of the Policy Logic Model** • Overview of 1996 Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) • Relationship between social problems/issues and social policy • How social/cultural/economic/ political and demographic factors influence social policy In-class activities: • Watch video on "Welfare and Politics": http://nyti.ms/1O8xiUv • Large group discussion to develop PLM on current proposal to restrict eligibility for a safety net program	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. Goodnough. (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	
Week 6 10/16/18	**Policy Implementation** • Mapping policy implementation • Organizational and institutional factors influencing policy implementation • Pitfalls of policy implementation	Fader, J.J. & C.P. Dum (2013). Doing time, filling time: Bureaucratic ritualism as a systemic barrier to youth reentry. *Children and Youth Services Review, 35*, 899-907. Smith, B. D., & Donovan, S. E. (2003). Child welfare	

Week/ Date	Topics	Readings	Assignment Due
	• Opportunities to influence policy through implementation efforts In-class handouts: • Case Flow Graph	practice in organizational and institutional context. *Social Service Review*, *77*(4), 541-563.	
Week 7 **10/23/18**	**Indian Child Welfare Act (ICWA) and Wisconsin's Indian Child Welfare Act (WICWA)** • Historical context and current practice guided by ICWA AND WICWA • What challenges and gaps need to be addressed? • What defines successful implementation of these laws? Guest Lecturer: **Stephanie Lozano, Tribal Liaison and Tania Cornelius, ICW Specialist,** Wisconsin Department of Children and Families	Watch training video in WICWA (~10 min): http://wcwpds.wisc.edu/preservice/permanency/s02/presentation.html Paul, J. (2016). Evaluation of Child Protection in Federalist Countries: Recommendations for Increasing Effectiveness and Re-establishing Self-Determination Within Indigenous Communities. *Journal of Policy Practice, 15*, 188-211. Crofoot, T.L. & Harris, M. (2012) An Indian Child Welfare perspective on disproportionaility in child welfare. *Children and Youth Services Review, 34*, 1667-1674.	**PLM #1 due**
Week 8 **10/30/18**	**Policy Vacuums: Creating Safe Contexts for Vulnerable or Marginalized Populations in the Absence of National Policy** • Implications for LGBTQ and gender-nonconforming youth when social welfare systems lack policy protections • Opportunities for advancing policy to enhance outcomes for LGBTQ and gender nonconforming youth Guest Lecturer: **TBD**	Russell, S.T., Kosciw, J., Horn, S. and Saewyc, E. (2010). Social Policy Report: Safe Schools Policy for LGBTQ Students. *Sharing Child and Youth Development Knowledge, 24(4)*. Center for the Study of Social Problems (Undated). Out of the Shadows: *Supporting LGBTQ Youth in Child Welfare through Cross-System Collaboration.* New York, NY.: Author. 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.	
Week 9 **11/6/18**	**How do people experience policies and services?** • What we can learn from the voices of policy/service recipients • Exploring concepts of power and empowerment • Key ingredients of environmental justice In-class handouts: • Relative power exercise In-class activities: • Watch short video by Rise Magazine-Parent Voices	Rolock, N. & Pérez, A.G. (2016). Three sides to a foster care story: An examination of the lived experiences of young adults, their foster care case record, and the space in between. *Qualitative Social Work*. doi:10.1177/1473325016666410 Dumbrill, G.C. (2006). Parental experience of child protection intervention: A qualitative study. *Child Abuse and Neglect, 30*, 27-37. Watch the following short videos on the EPA website: https://www.epa.gov/environmentaljustice/community-voices-environmental-justice • Smells like progress: Growing up in Cancer Alley • Chicagoland is breathing a little easier	**CRR #2 due**

Week/ Date	Topics	Readings	Assignment Due
	http://www.risemagazine.org/?s=video • Small and large group discussion on the experiences of policy recipients		
Week 10 11/13/18	**Disproportionality and Disadvantage in Child and Family Service Systems** • Defining disproportionality • Social justice perspectives • Social Work Grand Challenges In-class activities: Small and large group discussions on structural and systemic factors, and explicit and implicit biases, that exacerbate disproportionality in outcomes within social service systems In-class handouts: • Case Flow Graph, revisited	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. Miller, K.M., Cahn, K. Anderson-Nathe, B, Cause, A.G., & Bender, R. (2013) Individual and systemic/structural bias in child welfare decision-making: Implications for children and families of color**.** *Children and Youth Services Review 35 (9),* 1634-1664. 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.	
Week 11 11/20/18	**Policy Advocacy** • Forms and modalities of advocacy • Messaging frameworks • Advocacy and self-care • The role of the ally In-class activities: • Small and large group discussions around messaging to influence policy	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. Garza, A. (2014). A Herstory of the #Black Lives Matter Movement. The Feminist Wire. Lens, V. (2005). Advocacy and argumentation in the public arena: A guide for social workers. *Social Work, 50*, 231-238. Harris, E.A. (2016). Judge, Citing Inequality, Orders Connecticut to Overhaul Its School System. The New York Times. Accessed 8/19/17: https://www.nytimes.com/2016/09/08/nyregion/connecticut-public-schools-inequality-judge-orders.html?mcubz=0	
Week 12 11/27/18	**Out-of-Home Care Policy** • Out-of-home care policies and practices in Wisconsin • Policies and practices that influence permanency outcomes • Measuring accountability in child welfare out-of-home care practices	Frame, L., Duerr Berrick, J., Coakley, J.F. (2006). Essential elements of implementing a system of concurrent planning. *Child and Family Social Work, 11*, 357-367. O'Brien et al., (2012). The impact of roundtables on permanency for youth in foster care. *Children and Youth Services Review, 34*, 1915-1921. Carnochan, S., Samples, M., Lawson, J., & Austin, M.J. (2013). The context of child welfare performance	**PLM #2 due**

Week/ Date	Topics	Readings	Assignment Due
		measures. *Journal of Evidence-Based Social Work, 10*, 147-160.	
Week 13 12/04/18	**Policy Access: Under- and Over-inclusion** • Policy and service gatekeeping • Does eligibility = access? • Under- and over-inclusion in the child welfare system In-class handouts: • Access triangle handout In-class activities: • Large group discussion on the causes of client under- and over-inclusion observed in the field	Wu, C-F. & Eamon, M.K. (2010). Need for and barriers to accessing public benefits among low-income families with children. *Children and Youth Services Review, 32,* 58-66. Lightfoot, E., Hill, K. & LaLiberte, T. (2010). The inclusion of disability as a condition for termination of parental rights. *Child Abuse & Neglect, 34*, 927-934.	
Week 14 12/11/18	**Advocacy Showcase** In-class activities: Students showcase their advocacy projects, "open house" style	Showcase advocacy projects and eat hors d'oeuvres	**Advocacy Project due**

V. TEXT AND READING MATERIALS FOR THE COURSE

Course Web Site
All class materials are posted on the course web site available through Canvas.

Readings
In weekly readings for this course, students should consider how different groups, represented by different dimensions of diversity, were or were not considered, and the implications of this for social policy and practice.

VI. EVALUATION: Assignments, Grading and Methods

Assignments Due Dates and Points:

Assignment	Due Date	Max Points
Attendance and Participation	Ongoing	20
Critical Research Review #1	9/25/18 3:30 pm	10
Policy Logic Model #1	10/23/18 3:30 pm	10
Critical Research Review #2	11/6/18 3:30 pm	15
Policy Logic Model #2	11/27/18 3:30 pm	20
Advocacy Project	12/11/18 3:30 pm*	25
Total Points	-	**100**

*If you need the instructor to make copies or print anything for your final advocacy project, the instructor needs these materials by Monday, 12/10/18 at noon.

Assignment Descriptions and Grading Criteria. (Assignment Instructions are in Appendix A).

Class Participation (Ongoing, 20 points)
Your presence and active engagement in this course 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 (20)
Attends all classes	10
Active participation in small group discussions	5
Active participation in large group discussions	5

Critical Research Review #1 (Due: September 25, 2018, 10 points)
You will critically review an empirical research article from Week 3. The assignment instructions are provided in Appendix A.

Rubric

Element	Points Value (10)
Demonstration of critical thinking	5
Completeness and accuracy of CRR worksheet	2.5
Grammar, spelling, and organization	2.5

Policy Logic Model #1 (Due: October 23, 2018, 10 points)
Students will complete a policy logic model template on a policy of their choice. The policy logic model is a useful tool for assessing the effectiveness of social policies and forms the basis for the final assignment (Advocacy Project). The PLM template is available on Canvas, and will also be distributed in class. Please consult with the instructor about your policy choice at least two weeks before this assignment is due. Further instructions for this assignment are provided in Appendix A.

Rubric

Element	Points Value (10)
Demonstration of critical thinking	5
Completeness and accuracy of PLM	2.5
Grammar, spelling, and organization	2.5

Critical Research Review #2 (Due: November 6, 2018, 15 points)
You will critically review an empirical research article related to your policy topic. The assignment instructions are provided in Appendix A.

Rubric

Element	Points Value (15)
Demonstration of critical thinking	7
Completeness and accuracy of CRR worksheet and accompanying text	4
Grammar, spelling, and organization	4

Policy Logic Model #2 (Due: November 27, 2018, 10 points)
You will complete an updated PLM template (available on Canvas) based on your chosen policy. Instructions for this assignment are provided in Appendix A.

Rubric

Element	Points Value (20)
Demonstration of critical thinking	5
Completeness and accuracy of PLM and accompanying text	6 (1 point per section)
Assessment of policy	3
Recommendations for improving or replacing the policy	3
Grammar, spelling, and organization	3

Advocacy Project (Due: December 11, 2018, 25 points)
Your advocacy project is based on your chosen policy. You may choose between a letter to the editor; a letter to a legislator, a memo to an agency administrator, an infographic, a slide presentation, or another option pre-approved by the instructor at least two weeks before the assignment is due (i.e., by November 27, 2018).

Rubric

Element	Points Value (25)
Clarity and impact of message	8
Professionalism of advocacy product, to include grammar, spelling, and organization	8
Annotated research bibliography	
• Demonstration of systematic literature search	3
• Selection of high quality research	3
Reflections on advocacy efforts	3

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

Attendance Policy
To ensure a quality educational experience, students are expected to attend all scheduled classes and to arrive on time.
- 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 <u>must</u> be absent due to inclement weather or other emergencies must contact the instructor prior to the start of the 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.

o   If classes are not cancelled, but an individual student concludes that s/he cannot safely travel to reach her/his class site, the student must contact her/his instructor(s) regarding her/his plan to not travel. This absence will be considered excused and make up work may be assigned.

Support for students needing ADA accommodation
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 me 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. I will work either directly with you 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. For more information, please contact the McBurney Center at https://mcburney.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 Johnson St #2104, Madison, WI 53706.

Student Behavior Policy
It is expected that students conduct themselves ethically and professionally in all aspects of this seminar. This includes confidentiality, proper respect for all members of the class and their clients and agencies, and support and contributions to the learning environment.

In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In the time we share together over the semester, please honor the uniqueness of your classmates, and demonstrate appreciation for the opportunity we have to learn from one another. Please respect your fellow students' opinions and viewpoints even if you disagree with them, and refrain from personal attacks or demeaning comments. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.

Code of Ethics, Professional Conduct & Plagiarism:
Incoming BSW and 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 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 and in the preparation of course assignments.

Plagiarism
The School, University and I take plagiarism very seriously. At any time when you use the words of another person verbatim or even paraphrase them, you must give that person credit. Students found to have plagiarized, **intentionally or not**, will be disciplined according to University and School policies.

Technology in class
A minimal level of external distraction is essential to a productive learning environment. Mobile devices are not to be used in class and must be either silenced or turned off completely. Laptop and tablet computers may be used only for *unobtrusive* note-taking (and only if there are no complaints from other students). If you choose to use a computer in class for this purpose, you may not have a web browser open at any time.

Late Assignments
All assignments are due on the date required by the instructor. Assignments turned in late may be docked 5 percentage points (on a 100-point scale) for each day past due. (For example, an assignment worth 40 points may be docked 2 points for each day past due; an assignment worth 5 points may be docked 0.25 points for each day past due.)

Incompletes

An incomplete may be given only when the student has been in full attendance and has done satisfactory work to within 2 weeks of the end of the semester. Evidence must be furnished that the work cannot be completed because of illness or other circumstances beyond the student's control.

Critical Research Review Assignments:

These assignments require that you choose one empirical research article from the assigned readings for Week 3 (for CRR #1), and one empirical research article related to your policy advocacy topic (for CRR #2), and complete the CRR worksheet, along with a written summary and critique of the article. The articles that count toward this assignment must be empirical in nature (i.e., involve quantitative and/or qualitative data, rather than a purely conceptual or theoretical article, or a descriptive summary of past research).

The paper should be 3-4 pages **maximum**, double spaced, 12-point font, and standard margins. You will summarize (no more than 1 page) and critique (2-3 pages) the article on each of the dimensions (i.e., boxes) in the CRR worksheet.

The summary (1 page) should include a brief description of the main research questions/hypotheses addressed by the authors, a brief description of the intervention being tested (if applicable), the authors' theoretical orientation or causal logic for their questions/hypotheses, study design characteristics (i.e., sample description, key measures, analysis strategy), and main findings.

The critique (2-3 pages) should include a statement of the strengths (what the authors did well) and weaknesses (what they did not do well or failed to do) of the research approach. Comment on the legitimacy of the authors' stated conclusions, given your assessment of the strengths and weaknesses. You should also comment on the significance of the study for social work practice or policy, and identify at least two critical questions about the research topic that were unanswered by the researchers, explaining why it is especially important to address these unanswered questions in future studies.

The first critical research review is due at the beginning of the class session on Week 3. Please bring the original or a copy of the completed CRR worksheet with you to class to use for discussion.

CRR worksheets are available on Canvas. Turn in the completed article critique worksheet. Legible handwritten worksheets are acceptable. For CRR #2, turn in the article (or link to the article) reviewed.

Policy Logic Model Assignment #1:

Students will fill in the policy logic model template (available on Canvas), which includes the key resources, activities and procedures (inputs), intermediate outcomes and performance indicators (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 1.5 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, organization and a demonstration of critical thinking are expected; sources used should be cited and included in a bibliography.

Policy Logic Model Assignment #2:

Students will turn in a revised and updated policy logic model template on their policy topic. The PLM 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 description of each section of the PLM (~1 page each, double spaced, 12-point font, and standard margins), emphasizing the key elements of each section. In addition, students should include a section on their personal assessment or evaluation of the policy (1-2 pages), using key evaluative concepts from the course (e.g., access, equity, power, voice), and a section on recommendations (1 page) to either improve or replace the policy. Good grammar, spelling, clarity, organization, and demonstration of critical thinking are expected; sources used should be cited and included in a bibliography.

Advocacy Project:

Your advocacy project is based on your chosen policy. You may choose between a letter to the editor; a letter to a legislator, a memo to an agency administrator, an infographic, a slide presentation, or another option pre-approved by the instructor at least two weeks before the assignment is due (i.e., by November 27, 2018).

This final product should represent the culmination of a semester's worth of work studying and understanding your policy. As an expert on your policy, you should be prepared to crystallize your main message to the intended audience of your advocacy with clarity and impact. Your final product should be professional-grade quality, able to be readily used in practice.

In addition to the main product, you should include two additional components. The first is an annotated bibliography for all empirical research articles and reports used to inform your understanding of the policy. For each empirical research resource, include a citation, web link (if available) and 2-3 sentences about the study design and main findings. Include citations and links for all other (non-empirical) resources—no annotations are required for these resources. Finally, include a 1-2 page, double-spaced reflection on the process of learning about your policy and coming to a conclusion about its fairness and value. Address three questions:

1. How did your understanding of the policy deepen over the course of the semester?
2. How did your beliefs about its value change as you learned more about the policy?
3. What advocacy strategies do you feel are both necessary and feasible to improve, rescind, or replace this policy?

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, reading and discussion related to dimensions of diversity and the delivery of policies and services. (K, V, S, C&A) Lecture, video, 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 Research Review (K, V, S, C&A) Assignment: Policy Logic Model (K, V, C&A) Assignment: Advocacy Project (K, S, C&A)	Weeks 3,5,7,8,10,11,13/ P 6 Weeks 1,3,4,5,7-11,13 Weeks 3,9/ P 10 Weeks 4,12/ PP 10-11 Week 14/ P 11
2.1.3 Advance Human Rights and Social, Economic, and Environmental Justice Advanced Generalist social workers demonstrate in a 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, political, environmental, economic, social, and cultural human rights are protected.	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) Readings, lecture, and discussion on environmental justice Assignment: Critical Research Review (K, V, S, C&A) Assignment: Policy Logic Model (K, V, S, C&A) Assignment: Advocacy Project (K, V, S, C&A)	Weeks 3,6,7-11,13, 14 Weeks 4, 6-14 Weeks 6,9 Weeks, 3,9 Page 10 Weeks 4,12/ PP 10-11 Week 14/ P 11
2.1.5 Engage in Policy Practice Advanced Generalist social workers demonstrate a developed understanding that human rights, social justice, social welfare	Lecture, reading, video, and discussion related to the history and current structures of social policies and services in the focus area, the role	Weeks 2, 4-7,9,10,12,13

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
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.	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, and discussion on the various influences that affect social policy related to children youth and families: • historical, social, cultural, economic, and demographic factors (K, S, V, C&A) • environmental and global factors (K, S, V, C&A) • organizational factors (K, S, V, C&A) Lecture, reading, and discussion on policy formulation, analysis, implementation, and evaluation affecting children, youth, and families. (K, S, V, C&A) Assignment: Critical Research Review (K, V, S, C&A) Assignment: Policy Logic Model (K, V, S, C&A) Assignment: Advocacy Project (K, V, S, C&A)	Weeks 2,3-7,10 Weeks 3,6,9 Weeks 4,7-9,13 Weeks 4-6,13 Weeks 3,9 Page 10 Weeks 4,12, Pages 10-11 Week 14 Page 11

*K=Knowledge; V=Values; S=Skills; C&AP=Cognitive and Affective Processes