

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

**Social Work 920: Child, Youth, and Family Policies and Services, 001
Fall 2018**

Instructor Name and Title:

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Office Hours:

Tuesdays 12:00-1:00pm and by appointment

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Class Time and Location:

Tuesdays 10:00am-12:00pm
School of Social Work, Room 110

Credits: 2

Instructional Mode: All Face-to-Face

Canvas Course URL: <https://canvas.wisc.edu/courses/119456>

I. COURSE DESCRIPTION

Considers legislation, policies, and institutional structures that affect children, youth, and families across multiple service systems.

Course Attributes: This course counts toward the 50% graduate coursework requirement.

Requisites: Course requisites are graduate or professional standing.

How Credit Hours are 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 (i.e., reading, writing, studying) for about four hours out of classroom each week. This 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 Child, Youth, and Family Welfare (CYFW). For non-CYFW 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.

III. LEARNING OUTCOMES: COURSE 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, 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 the 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 9/11	<p>Introduction to the Course</p> <ul style="list-style-type: none"> Review syllabus, course goals, & class expectations Introduction to evaluating child, youth, and family policies: policy logic models and social justice perspectives 		
Wk. 2 9/18	<p>Social Problem Construction and Policy Development</p> <ul style="list-style-type: none"> 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 <p><u>In-class activities:</u></p> <ul style="list-style-type: none"> Watch video on “Welfare and Politics”: http://nyti.ms/1O8xiUv Discussion of how social/ cultural/ economic/ political and demographic factors influence social problems and policy development Picking a policy topic 	<p>Hahn, H. (2015). Federal expenditures on children: What budget policy means for children’s policy. <i>SRCD Social Policy Report</i>, 29(1), 1-16.</p> <p>Eversman, M.H. & Bird, J.D.P. (2017). Moral panic and social justice: A guide for analyzing social problems. <i>Social Work</i>, 62, 29-36.</p> <p>Dewey, C. (2018, August 2). Trump calls on Congress to attach work requirements to food stamps. <i>Washington Post</i>. https://www.washingtonpost.com/business/2018/08/02/trump-calls-congress-attach-work-requirements-food-stamps/?noredirect=on&utm_term=.47126381dd27</p>	
Wk. 3 9/25	<p>Policy Logic Model: Intended Outcomes</p> <ul style="list-style-type: none"> 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 Differential impacts of policy on vulnerable groups <p><u>In-class activities:</u></p>	<p>Danziger, S. K., Danziger, S., Seefeldt, K. S., & Shaefer, H. L. (2016). From welfare to a work-based safety net: An incomplete transition. <i>Journal of Policy Analysis and Management</i>, 35(1), 231-238.</p> <p>Haskins, R. (2016). TANF at age 20: Work still works. <i>Journal of Policy Analysis and Management</i>, 35(1), 224-231.</p> <p><u>Optional:</u> Moore, K. A. & Brown, B. V. (2003). <i>The uses (and misuses) of social indicators:</i></p>	Policy topic choice

	<ul style="list-style-type: none"> Describing and analyzing data exercise 	<p><i>Implications for public policy</i> (Research Brief #2003-01). Washington, DC: Child Trends.</p>	
Wk. 4 10/2	<p>Policy Advocacy and Research</p> <ul style="list-style-type: none"> How to be a critical consumer of research Using research evidence in policy evaluation and advocacy Issue framing and communication in advocacy to promote social justice How social/ cultural/ economic/ political and demographic factors shape child, youth, and family policy issue frames <p><u>In-class activities:</u></p> <ul style="list-style-type: none"> Small group discussion of article critique worksheet 	<p>Lens, V. (2005). Advocacy and argumentation in the public area: A guide for social workers. <i>Social Work</i>, 50(3), 231-238.</p> <p>Tseng, V. (2012). The uses of research in policy and practice. <i>SRCD Social Policy Report</i>, 26(2), 1-16.</p> <p><u>Read and complete article critique worksheet for:</u></p> <p>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. <i>Science</i>, 299(5612), 1548-1552.</p>	<p>Article critique worksheet</p>
Wk. 5 10/9	<p>Policy Logic Model: Policy Inputs</p> <ul style="list-style-type: none"> Identifying policy inputs in PLM analysis Overview of early care and education policies Disparate access to early care and education for different groups How social/ cultural/ economic/ political and demographic factors impact policy inputs <p><u>In-class activities:</u></p> <ul style="list-style-type: none"> PLM exercise 	<p>Magnuson, K., & Waldfogel, J. (2015). Delivering high-quality early childhood education and care to low-income children: How well is the US doing? In L. Gambaro, K. Stewart, & J. Waldfogel (Eds.), <i>An equal start: Providing quality early education and care for disadvantaged children</i> (p. 193-217). Bristol, UK: University of Bristol, Policy Press.</p> <p>Schmit, S. & Walker, C. (2016). <i>Disparate access: Head Start and CCDBG data by race and ethnicity</i>. Washington, DC: CLASP.</p>	
Wk. 6 10/16	<p>Policy Logic Model: Policy Outputs</p> <ul style="list-style-type: none"> Identifying and measuring policy outputs in PLM analysis Overview of K-12 education policy State and local school voucher programs Federal education policy and barriers to educational success for vulnerable groups 	<p>National Conference of State Legislatures. <i>Summary of the Every Student Succeeds Act</i>. http://www.ncsl.org/documents/educ/ES_SA_summary_NCSL.pdf</p> <p>Mills, J. N. & Wolf, P. J. (2017). <i>How has the Louisiana scholarship program affected students? A comprehensive</i></p>	<p>Social problem and policy description paper</p>

	<ul style="list-style-type: none"> How contextual factors (i.e., social, political, etc.) and organizational factors influence education policy 	<p><i>summary of effects after three years.</i> New Orleans, LA: Education Research Alliance for New Orleans.</p> <p><u>Read one of the following:</u> Ausikaitis et al. (2015). Staying in school: The efficacy of the McKinney-Vento Act for Homeless Youth. <i>Youth & Society</i>, 47(5), 707–726.</p> <p>Noonan, K., Matone, M., Zlotnik, S., Hernandez-Mekonnen, R., Watts, C., Rubin, D., & Mollen, C. (2012). Cross-system barriers to educational success for children in foster care: The front line perspective. <i>Children and Youth Services Review</i>, 34, 403-408.</p> <p><u>Optional:</u> Brief overview of the history of the Elementary and Secondary Education Act (ESEA): http://www.edweek.org/ew/section/multi-media/the-nations-main-k-12-law-a-timeline.html</p>	
<p>Wk. 7 10/23</p>	<p>Policy Logic Model: Policy Side Effects</p> <ul style="list-style-type: none"> Understanding negative and positive policy side effects Impact of immigration policy on children and families 	<p>Listen to podcast by NYTimes’ The Daily, “Divided,” Part 1: How Family Separations Started. https://www.nytimes.com/2018/08/21/podcasts/the-daily/divided-migrant-family-separation-trump.html</p> <p>Bouza, J., Camacho-Thompson, D. E., Carlo, G., Franco, X., Garcia Coll, C. ... & White, R. M. B. (2018). The science is clear: Separating families has long-term damaging psychological and health consequences for children, families, and communities. SRCD Statement of the Evidence. Washington, DC: Society for Research in Child Development.</p> <p>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. <i>Journal of Immigrant and Minority Health</i>, 19, 913-20.</p>	

<p>Wk. 8 10/30</p>	<p>Policy Implementation</p> <ul style="list-style-type: none"> • Overview of federal policies to increase access to education for children with disabilities • Implementing federal policy for children with disabilities in schools • Barriers to achieving equitable access to education for children with disabilities • How social/ cultural/ economic/ political and demographic factors impact policy implementation 	<p>Carnochan, S., Samples, M., Myers, M., & Austin, M. J. (2014). Performance measurement challenges in nonprofit human service organizations. <i>Nonprofit and Voluntary Sector Quarterly</i>, 43(6), 1014-1032.</p> <p>Bar-Lev, N., Salzer, C., Bober, P., Endress, S., Dietz, G., & Weiman, E. (2007). <i>Special education in plain language</i>. Read Introduction, pg. 1-9, and skim any other sections you are interested in.</p> <p>Rosenthal, B. M. (2016, Sept. 10). Denied: How Texas keeps tens of thousands of children out of special education. <i>Houston Chronicle</i>. Read Parts 1, 2, and 1 other part of your choosing: http://www.houstonchronicle.com/denied/1/</p>	<p>Policy logic model #1</p>
<p>Wk. 9 11/6</p>	<p>Policy Vacuums: Creating Safe Contexts for LGBTQ Youth in the Absence of National Policies</p> <ul style="list-style-type: none"> • Overview of federal and state policies to protect LGBTQ youth in education and child welfare systems • Impacts of policy on LGBTQ youths' experiences in schools and child welfare system <p><u>In-class activities:</u></p> <ul style="list-style-type: none"> • Identifying organizational policies that support or hinder addressing the needs of LGBTQ youth 	<p>Russell, S.T., Kosciw, J., Horn, S. & Saewyc, E. (2010). Safe schools policy for LGBTQ students. <i>SRCD Social Policy Report</i>, 24(4), 1-24.</p> <p>Youth Equality Alliance (2014). <i>Living in the margins: A report on the challenges of LGBTQ youth in Maryland education, foster care, and juvenile justice systems</i>. Baltimore: FreeState Legal Project.</p> <p><u>Optional:</u> Child Welfare League of America (2012). <i>Recommended practices to promote the safety and well-being of lesbian, gay, bisexual, transgender, and questioning (LGBTQ) youth and youth at risk of or living with HIV in child welfare settings</i>. Washington, D.C.: Author.</p>	
<p>Wk. 10 11/13</p>	<p>Poverty, Child Maltreatment, and Child Welfare Systems</p> <ul style="list-style-type: none"> • Understanding the relationship between poverty and child maltreatment • Child welfare policies 	<p>Slack, K.S. & Paul, J. (2017). Child welfare policy. In E. Dearing and E. Votruba-Drzal (Eds.), <i>The handbook of early childhood development programs, practices, and policies: Theory-based and empirically-supported strategies for</i></p>	<p>Critical review of research paper</p>

	GUEST SPEAKER: Kristen Slack, Professor at UW-Madison SSW	<p><i>promoting young children’s growth in the United States</i>. Newark, N.J.: John Wiley & Sons.</p> <p>Cancian, M., Cook, S.T., Seki, M. & Wimer, L. (2017). Making parents pay: The unintended consequences of charging parents for foster care. <i>Children and Youth Services Review</i>, 72, 100-110.</p>	
Wk. 11 11/20	<p>Policy Interactions: Intersection of Labor Policy with Safety Net Policies</p> <ul style="list-style-type: none"> Identifying policy interactions Labor policies impacting children, youth, and families Impact of labor policies on access to the safety net for low-income families Disparate access to work-family supports 	<p>Romich, J. (2017). Is raising the minimum wage a good idea? Evidence and implications for social work. <i>Social Work</i>, 1-4.</p> <p>Ybarra, M. (2013). Implications of paid family leave for welfare participants. <i>Social Work Research</i>, 37(4), 375-387.</p> <p><u>Optional:</u> National Women’s Law Center. (2017) <i>Recently enacted and introduced state and local fair scheduling legislation</i>. Washington, DC: Author.</p> <p>Ben-Ishai, L., Matthews, H., & Levin-Esptein (2014). <i>Scrambling for stability: The challenges of job schedule volatility and child care</i>. Washington, DC: Center for Law and Social Policy.</p>	
Wk. 12 11/27	<p>Disproportionality and Disadvantage in Child and Family Service systems</p> <ul style="list-style-type: none"> Overview of juvenile justice policy Intersection of juvenile justice system with child welfare and education systems Defining disproportionality Social justice perspectives Strategies for reducing disproportionality in systems and organizations <p><u>In-class activities:</u></p> <ul style="list-style-type: none"> Discussion on structural and systemic factors, and explicit and implicit biases, that exacerbate disproportionality in outcomes within 	<p>Bonnie, R. J., Johnson, R. L., Chemers, B. M., & Schuck, J. A. (2013). <i>Reforming juvenile justice: A developmental approach</i>. Washington, DC: National Academies Press.</p> <p>Read “Summary,” pg. 1-15, and “Ch. 8 Reducing Racial/Ethnic Disparities,” pg. 211-240</p> <p>Kids Forward. (2018). <i>The complex maze of the juvenile justice system in Wisconsin and its impact on youth of color</i>. Race to Equity Report. http://kidsforward.net/assets/The-Complex-Maze-of-the-Juvenile-Justice-System.pdf</p>	

	social service systems	<p><u>Optional:</u> 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. <i>Children and Youth Services Review</i>, 42, 82-90.</p> <p>Teasley, M.L. et al. (2017). <i>Increasing Success for African American Children and Youth</i>. Working Paper #21. Grand Challenges for Social Work Initiative. American Academy of Social Work and Social Welfare.</p>	
Wk.13 12/4	Student Poster Presentations		Poster presentation
Wk.14 12/11	Student Poster Presentations and Course Wrap-Up <ul style="list-style-type: none"> • Review and reflections on the course • Course evaluations 		Poster presentation

V. READING MATERIALS FOR THE COURSE

See Weekly Class Descriptions for the required readings for each class, which can be accessed on the course Canvas site (<https://canvas.wisc.edu/courses/119456>). Because the field of social policy is dynamic, and because my assessment of what each class needs depends on factors that I cannot predict in advance, the required readings may change somewhat no later than one week before the class session for which they are assigned; changes will be announced by email and on Canvas.

VI. EVALUATION: Assignments, Grading and Methods

Assignments Due Dates and Points:

Assignment	Points/Percentage of Grade	Due Date
Policy Topic Selection	n/a	9/25 at 10:00am
Article Critique Worksheet	5	10/2 at 10:00am
Social Problem & Policy Description Paper	15	10/16 at 11:59pm
Policy Logic Model (PLM) #1	10	10/30 at 11:59pm
Critical Review of Research Paper	15	11/13 at 11:59pm
Poster Presentation	15	12/4 or 12/11 at 10:00am
Policy Memo & PLM #2	35	12/17 at 10:00am
Attendance and Class Participation	5	On-going
Total Points	100	

Assignment Descriptions, Instructions and Grading Criteria:

1. Attendance and Class Participation (Ongoing, 5 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. Points will be deducted for unexcused absences; see Attendance Policy on pg. 15. 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.

2. Article Critique Worksheet (Due October 2, 5 points)

Students will complete an article critique worksheet on an empirical research article (part of assigned readings in Week 4). The purpose of this assignment is to familiarize students with 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. This assignment will be graded based on completion of all questions and not on the accuracy of the responses. Full credit will be awarded to students who answer each question and bring the completed worksheet to class.

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?
8. According to the authors, what are the limitations of the study?

Rubric:

Element	Points Value (5)
Responded to each question and brought completed worksheet to class	5

3. 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; 3) critical review of research paper;

4) in-class poster presentation; and 5) policy memo. Students' policy topic choice is due in class on September 25th.

Social Problem and Policy Description Paper (Due October 16, 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 4 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 1 page): What is the social problem underlying the issue? How serious is it? How many people are affected? Why is this an important issue? Use current statistics to describe the social problem to the extent possible (or state why these are not available).
- II. Policy description (about 1 to 1.5 pages): Briefly describe the key elements of the policy. Is this a federal, state, or local policy? What is the overall purpose of the policy? What are the intended outcomes of the policy? What are the key services/benefits? Who is served by the policy (i.e., who is eligible for services? how many people receive services)? Note: you are being asked to simply describe the policy, not to evaluate the policy.
- III. Policy context (about 1 to 1.5 pages): 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; provides a convincing policy argument for why this is an important issue	4
Demonstrates thorough understanding of key components of social policy	4
Demonstrates thorough understanding of relationship between social problem and social policy and the context of the social policy	5
Grammar, spelling, and organization; appropriately cited sources; followed instructions	2

Policy Logic Model (Due October 30, 10 points):

Students will create a policy logic model 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. 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 1 page (double-spaced, 12-point font, one-inch margins) description of the causal logic of the policy that explains 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 (10)	Value
Completeness and accuracy of policy logic model components (1 points per component)	5	
Demonstrates thorough understanding of the causal logic of the policy	4	
Grammar, spelling, and organization; bibliography and citations included	1	

Critical Review of Research Paper (Due November 13, 15 points)

This assignment contains three parts: 1) article critique worksheet; 2) 2-page paper critiquing the article; 3) annotated bibliography. The purpose of this assignment is for students to review empirical studies relevant for their policy topic and that they will use in their policy memo to discuss the effectiveness of the policy.

Instructions: First, students will complete an article critique worksheet (see instructions on pg. 9) on an empirical research article related to their policy topic. Students should choose an article that they will use in their policy memo and that represents the best available evidence on the effectiveness of their policy.

Second, students will write a critique of the article that addresses the following questions in 2 double-spaced pages: 1) What do you think are the strengths of this study (beyond the authors' stated strengths)?; 2) What do you think are the limitations of this study (beyond the authors' stated limitations)?; 3) How does this article help you understand the effectiveness of your policy (i.e., what are the policy implications)?; 4) What are two critical questions about this research/policy topic that were unanswered by this study (and why are these questions important)?

Third, students will complete an annotated bibliography with a minimum of 3-5 additional research articles that they will use in their policy memo assignment to discuss the effectiveness of their policy. For each source, students will write a brief, one-paragraph (3-4 sentences) summary of the study and explain how it helps them understand the effectiveness of their policy. Bibliography should include a citation only for the article used in parts 1 and 2 of this assignment.

Rubric:

Element	Points Value (15)
Completeness and accuracy of article critique worksheet	4
Demonstrates thorough understanding of the empirical article's strengths, weaknesses, policy implications, and unanswered questions	7
Annotated bibliography contains 3-5 additional sources with article summary	3
Grammar, spelling, and organization	1

Poster Presentation (December 4 or December 11, in class, 15 points):

Students will create a poster presentation on their policy topic to share with the class in an interactive poster session. The purpose of the poster is to inform the audience about the policy and social problem and advocate for policy change. The following content is required and may be presented via infographics or text:

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

Element	Points Value (15)
Content of presentation: adequately addressed each topic	8
Overall quality of presentation, including organization, visual presentation, and clarity; effective communication of key content and impact of message	7

Policy Memo (Due December 17, 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 components described below. The body of the memo (parts III to VII) should be no more than 3 single-spaced pages in length (12-point font, 1-inch margins). 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, identify the policy side effects, and assess the policy based on social justice concepts from the course (e.g., equity, access). 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 than 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 4-6 empirical research articles used to assess the effectiveness of the policy (and these can be the same articles used in the critical review of research paper assignment). For each empirical research article, include a brief, one-paragraph (3-4 sentences) summary of the study and how it helps you understand the effectiveness of the policy.

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; applied concepts from class; identified differential impacts of policy on vulnerable groups; used research	8

evidence to support arguments	
Provides specific recommendations for policy change; recommendations stem logically from assessment of policy; provides convincing argument for recommendations tailored to audience	7
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 4-6 empirical 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	1

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

In order for you and your fellow classmates to benefit from this course, attendance and prompt arrival to class are expected. Attendance will be taken at the beginning of class. A significantly late arrival or early departure may be counted as an absence. If you are unable to attend class, please email the instructor as soon as possible and prior to class. 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. You may receive no more than two excused absences per semester. You will receive a warning for the first unexcused absence; two points will be deducted from your grade for each unexcused absence incurred after the first. 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.

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 copy of their 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. 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.

While adherence to the social work code of ethics is required only of social workers and social work students, issues of academic misconduct affect all students and are considered extremely serious. Academic dishonesty, including cheating, plagiarism, and misrepresentation or fabrication of assignments, can result in course failure as well as disciplinary actions. It is your responsibility to ensure that all documents and material used to inform your assignments are appropriately cited. Students found to have plagiarized, **intentionally or not**, will be disciplined according to University and School policies. The Writing Center has a helpful guide to the difference between plagiarism and paraphrasing – see http://writing.wisc.edu/Handbook/QPA_paraphrase.html. The School's plagiarism policy is posted at Learn@UW.

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.

APPENDIX A

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>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.</p>	<p>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)</p> <p>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)</p> <p>Assignment: Social Problem and Policy Description Paper (K, V, S, C &A)</p> <p>Assignment: Policy Logic Model (K, V, S, C & A)</p> <p>Assignment: Policy Memo & PLM #2 (K, V, S, C &A)</p> <p>Assignment: Poster Presentation (K, V, S, C &A)</p>	<p>Weeks 3, 6-9, 12</p> <p>Weeks 2, 5, 7-9, 12</p> <p>pg. 10</p> <p>pg. 10-11</p> <p>pg. 12-14</p> <p>pg. 12</p>
<p>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, political, environmental, economic, social, and cultural human rights are protected.</p>	<p>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)</p> <p>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)</p> <p>Assignment: Social Problem and Policy Description Paper (K, V, S, C &A)</p> <p>Assignment: Policy Logic Model (K, V, S, C & A)</p>	<p>Weeks 1, 2, 8, 9, 12</p> <p>Weeks 4, 6, 8, 9, 12</p> <p>pg. 10</p> <p>pg. 10-11</p>

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
	<p>Assignment: Policy Memo & PLM #2 (K, V, S, C &A)</p> <p>Assignment: Poster Presentation (K, V, S, C &A)</p>	<p>pg. 12-14</p> <p>pg. 12</p>
<p>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.</p>	<p>Lecture, reading, video, 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)</p> <p>Lecture, reading, and discussion on the various influences that affect social policy related to children youth and families:</p> <ul style="list-style-type: none"> • 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) <p>Lecture, reading, and discussion on policy formulation, analysis, implementation, and evaluation affecting children, youth, and families. (K, S, V, C&A)</p> <p>Assignment: Article Critique Worksheet</p> <p>Assignment: Critical Review of Research Paper (K, V, S, C &A)</p> <p>Assignment: Social Problem and Policy Description Paper (K, V, S, C &A)</p> <p>Assignment: Policy Logic Model (K, V, S, C & A)</p> <p>Assignment: Policy Memo & PLM #2 (K, V, S, C &A)</p> <p>Assignment: Poster Presentation (K, V, S, C &A)</p>	<p>Weeks 2, 3, 5, 6, 8-12</p> <p>Weeks 2-12</p> <p>Week 3</p> <p>Weeks 6, 8, 9, 12</p> <p>Weeks 1-12</p> <p>pg. 9</p> <p>pg. 11-12</p> <p>pg. 10</p> <p>pg. 10-11</p> <p>pg. 12-14</p> <p>pg. 12</p>

