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

Social Work 920: Child Youth and Family Policies and Services, Section 010
Fall 2018

Instructor: Yolanda Shelton-Morris, MSW   **Office Hours:** By Appointment
Phone: (608)239-6355   **Class Time:** Saturdays, 9:00am – 1:00pm
E-mail: sheltonmorri@wisc.edu   **Location:** MSC, Room 6225
Credits: 2   **Instructional Mode:** Face to Face
Canvas Course URL: https://canvas.wisc.edu/courses/119457

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

Attributes and Designations: This course meets the Advanced Practice requirement for the Advanced Generalist Curriculum.
Requisites: Graduate or professional standing
How credit hour is met: This class meets for one 240- minute class for seven weeks over the fall semester and carries the expectation that students will work on course learning activities (reading, writing, studying) and other student work as described in the syllabus.

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 (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 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: COMPETENCY DESCRIPTIONS AND DIMENSIONS

Social Work Educations 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 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

Students are required to complete all outside readings for each week prior to each class including review of assigned websites. Students will accomplish the learning competencies in this course through a variety of classroom tools including lectures, videos, guest speakers, small and large group discussions, written assignments and/or student presentations.

Week 1: Saturday, September 8th
Overview of Federal Child and Family Policy   • History and overview of child and family policy in U.S.   • Impact of Policy on Vulnerable and Marginalized Groups   • How to systematically identify relevant resources for evaluating policy   **Social Problem Construction and Policy Development**   • Overview of 1996 Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA)   • Relationship between social problems and public policy   • How social/cultural/economic/political and demographic factors influence social policy
Activities: • Introductions   • Syllabus Review   • Watch video on "Welfare and Politics": http://nyti.ms/1O8xiUv   • Small/Large group discussion   • Assignment Review: Critical Review of Research Worksheet and Policy Topic due 9/15/18
Required Readings: ▪ 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   ▪ 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. (2017, February 25). The adults a Medicaid work requirement would leave behind. New York Times. https://www.nytimes.com/2017/02/25/health/medi caid-work-requirement.html

Week 2: Saturday, September 15th	
*Due Today:	Critical Review of Research #1

Policy Advocacy and Research
- Implications of research designs for the knowledge base for child, youth and family policy
- How to be a critical consumer of research
- Using research evidence in policy evaluation and advocacy
- Use of research in policy development, implementation and evaluation
- Issue framing and communication in advocacy

Activities:
- "Policy in the News" discussion
- Watch video on "The Influence of Policy" https://www.youtube.com/watch?v=iBRxl3Klhj0
- Small group discussion of CRR
- Assignment Review: Social Problem/Policy Description due 9/22/18

Guest Lecturer: Devon Syrjanen, Director, Bureau of Child Welfare Analytics and Program Integrity, WI Department of Children and Families

Required Readings:
- Lens, V. (2005). Advocacy and argumentation in the public area: A guide for social workers. Social Work, 50(3), 231- 238.

Select one reading as focus of Critical Review of Research Worksheet; 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.

Week 3: Saturday, September 22nd	
*Due Today:	Social Problem and Policy Description Paper

Policy Logic Model: Intended Outcomes, Inputs, Outputs and Effects
- How to identify and measure policy intended outcomes, inputs and outputs
- Role of outcome measurement in determining policy success
- Use of research to assess policy outcomes
- Differential impacts of policy on vulnerable and marginalized groups

Activities:
- "Policy in the News" discussion
- Root Cause analysis discussion and exercise
- Policy Logic Model Framework and exercise
- Describing and analyzing data exercise

•   Assignment Review: Policy Logic Model due 9/29/18

Required Readings:
- 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.

- Moore, K. A. & Brown, B. V. (2003). The uses (and misuses) of social indicators: Implications for public policy (Research Brief #2003-01). Washington, DC: Child Trends.

Week 4: Saturday, September 29th	
*Due Today:	Policy Logic Model Assignment #1

Policy Implementation
- Organizational and institutional factors influencing policy implementation and clients' experiences of policy
- Role of policy implementation in producing unequal outcomes
- Opportunities and pitfalls of policy implementation

Policy Vacuums: Creating Safe Contexts for Vulnerable or Marginalized Populations in the Absence of National Policy
- Implications for vulnerable and marginalized populations when social welfare systems lack policy protections
- Opportunities for advancing policy to enhance outcomes for vulnerable and marginalized populations

Activities:
- "Policy in the News" discussion
- Policy Analysis and Implementation activity w/small and large group discussion
- Comparing cost/benefits of diverse policy approaches to providing high quality ECE and differential impacts on different groups
- Identifying organizational policies that support or hinder addressing the needs of LGBTQ youth

Guest Lecturer: Ali Muldrow, Co-Director, GSAFE

Required Readings:
- Hasenfeld, Y. (2010). Organizational responses to social policy: The case of welfare reform. *Administration 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.

- 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.

- 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.), *An equal start: Providing quality early education and care for disadvantaged children (p. 193-217).* Bristol, UK: University of Bristol, Policy Press.

Optional:
- Russell, S.T., Kosciw, J., Horn, S. & Saewyc, E. (2010). Safe schools policy for LGBTQ students. *SRCD Social Policy Report, 24*(4), 1-24.

- Child Welfare League of America (2012). *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.* Washington, D.C.: Author.

Week 5: Saturday, October 6th

Impact of Policies and Services
- What we can learn from the voices of policy/service recipients
- Exploring concepts of power and empowerment
- How do policies and services differentially impact communities

Disproportionality and Disadvantage in Child and Family Service Systems
- Defining disproportionality
- Social justice perspectives
- Social Work challenges
- Strategies for reducing disproportionality in systems and organizations

Activities:
- "Policy in the News" discussion
- Watch Video by Rise Magazine: Parent Voices http://www.risemagazine.org/?s=video
- Discussion on structural and systemic factors, and explicit and implicit biases, that exacerbate disproportionality in outcomes within social service systems
- Watch TedTalk on Implicit Bias by Dushaw Hockett https://www.youtube.com/watch?v=kKHSJHkPeLY
- Assignment Review: Policy Memo and Policy Logic Model #2 due 10/13/18

Guest Lecturer: Martha Stacker, Divison Administrator of CYF, Dane County Human Services

Required Readings:
- 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 decisionmaking: 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 6: Saturday, October 13th	
*Due Today:	Policy Memo and Policy Logic Model #2

	Presentations for Group 1
Child Welfare and Juvenile Justice System • Overview of child welfare and juvenile justice policies and practices in Wisconsin • Policies and practices that influence permanency outcomes • Intersection of juvenile justice system with child welfare and education systems	
Activities: • "Policy in the News" discussion • Policy Presentations	
Guest Lecturers: Katie Sepnieski, Manager, Adoption & Interstate Services Section, WI Department of Children and Families Bryn Martyna, Youth Services Policy Coordinator, Bureau of Youth Services, WI Department of Children and Families	
Required Readings: ▪ 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. ▪ Bonnie, R. J., Johnson, R. L., Chemers, B. M., & Schuck, J. A. (2013). *Reforming juvenile justice: A developmental approach.* Washington, DC: National Academies Press. Read "Summary," pg. 1-15, and "Ch. 8 Reducing Racial/Ethnic Disparities," pg. 211-240	

Week 7: Saturday, October 20th	
***Due Today:**	Presentations for Group 2
Policy Presentations	
Activities: • Policy Presentations • Wrap up and Review • Course Evaluations	

V.   TEXT AND READING MATERIALS

Course Web Site

There is not a required text for this course. 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

Assignment Due Dates and Points:

Assignment	Due Date	Points Value
Attendance and Participation	Ongoing	20
Critical Review of Research Worksheet	9/15/18	10
Social Problem & Policy Description paper	9/22/18	15
Policy Logic Model #1	9/29/18	10
Policy Memo and Policy Logic Model #2	10/13/18	30
In-Class Presentation	10/13/18 & 10/20/18	15
TOTAL POINTS		100

Assignment Descriptions, Instructions and Grading Criteria:

1. **Attendance and Participation**

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

"Policy in the News" article presentation:
It is important for students to know and understand the policies and services that are happening locally, statewide, and nationally, and how they may impact children, youth and families. Each week, students will bring to class a news article related to child, youth and family policy and/or services. Students will then have to present their article to the class.

Presentations should include a summary of the article and answer the following questions:
- How is this topic important to others?
- Does it impact a specific group of people (children, youth and/or families)?
- Does the article present a problem? If so, what possible solution(s) can you think of?

Rubric

Element	Points Value (20)
Attends all classes	9
Participation in large group discussions	3
Participation in small group discussions	3

"Policy in the News" article presentation	5

2. **Critical Review of Research Worksheet**
   Due: September 15, 2018

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 2.5 to 3 double-spaced pages (1 page max for questions 1-6; 2 page max for questions 7-9), 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 are two critical questions about the research topic that were unanswered by the researchers (and why are these important questions)?

<div align="center">Rubric</div>

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

3. **Policy Project 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 four assignments: **1)** social problem and policy description paper; **2)** policy logic model; **3)** policy memo; and **4)** in-class presentation. Students' policy topic choice is due in class on September 15TH.

Social Problem and Policy Description Paper (15 points)
Due: September 22, 2018

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 3 to 4 pages maximum, 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? 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 (10 points)
Due: September 29, 2018

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. 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. 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 Value (10)
Completeness and accuracy of policy logic model components (1 point per component)	5
Demonstrates thorough understanding of the causal logic of the policy	4
Grammar, spelling, and organization; bibliography and citations included	1

Policy Memo (30 points)
Due: October 13, 2018

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 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 sentences) 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 (30)
Executive summary provides a brief and clear summary of key content of memo	1.5
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 evidence to support arguments	7
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	2
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	2.5
Followed assignment instructions; good grammar, spelling, and organization	1

In-Class Presentation (15 points)
Due: October 13 or October 20, 2018

Students will give a short 15-minute presentation 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:

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

<div align="center">Rubric</div>

Element	Points Value (15)
Completeness and accuracy of policy logic model components (1 point per component)	5
Assessment of policy effectiveness and recommendations for policy change	5
Overall quality of presentation and presentation skills, including organization, visual presentation, clarity, and pace; met the 15-minute presentation requirement	5

Grading Scale: Final grades will be assigned with the following grade 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

<u>Expectations</u>
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 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 check email to determine how to engage in the class material for that day.
    - 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.

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 https://writing.wisc.edu/Handbook/QuotingSources.html. The School's plagiarism policy is posted on Canvas.

Writing Resources
The Writing Center, www.writing.wisc.edu has a wealth of resources for students. The website address is:. 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.

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

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, guest speakers, 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, guest speakers, 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: Policy in the News Article (K, V, S, C&AP) 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 1-6 Weeks 1-6 pg. 7 pg. 8 pg. 9 pg. 10 pg. 10-12 pg. 13
2.1.3: Advance Human Rights and Social, Economic, and Environmental Justice	Lecture and discussion on theories of human need and social justice and strategies to promote social and	Weeks 1-6

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.	economic justice and human rights. (K,V, S, C&A) Lecture, guest speakers, 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: Policy in the News Article (K, V, S, C&AP) 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 1-6 pg. 7 pg. 9 pg. 10 pg. 10-12 pg. 13
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	Lecture, reading, video/audio, guest speakers, 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, guest speakers, 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) • organizational factors (K, S, V, C&A) • environmental and global factors (K, S, V, C&A)	Weeks 1-6 Weeks 1-6 Weeks 4-6 Week 3

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, guest speakers, and discussion on policy formulation, analysis, implementation, and evaluation affecting children, youth, and families. (K, S, V, C&A) Assignment: Policy in the News Article (K, V, S, C&AP) 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 1-6 pg. 7 pg. 8 pg. 9 pg. 10-12 pg. 13