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

Social Work 606, Social Policy
Fall 2018

Instructors: Ashley Sturz, MSW
Class Time: Saturdays, 9:00am-1:00pm
Instructional Mode: Face-to-Face
Office Hours: By appointment
Location: HSS 158
Phone: 715-579-2521 (calls acceptable but not returned until after 6:00pm on weekdays)
Email: asturz@wisc.edu
Canvas Course URL: https://canvas.wisc.edu/courses/117010

I. COURSE DESCRIPTION:

This course provides an awareness of problems and concepts of the policy process in the U.S., exploring the political, economic, and institutional frameworks which structure public social welfare choices.

- *Attributes & Designations:* This course counts toward the 50% graduate coursework requirement.
- *Requisites:* Graduate student
- *How credit hours are met:* This class meets for one 4-hour class period each week over the 7 week session and carries the expectation that students will work on course learning activities (reading, writing, studying, etc.) for about 8 hours out of classroom for every class period. The syllabus includes additional information about meeting times and expectations for student work.

II. COURSE OVERVIEW:

This course covers U.S. social welfare policy. Students will be introduced to alternative perspectives on social problem analysis and the scope and limitations of social policy and the policy making process. The act of defining a social problem that requires public action necessitates an understanding of various political, economic, and institutional perspectives involved in this process. We will also focus on the ethical responsibilities and social justice charge inherent in the social work profession. A major focus of this course is to help students develop an understanding of the causes and consequences of poverty, demographic scope (how poverty is distributed across groups); alternative explanations (social change, economic organization, discrimination and the welfare state) as well as heighten awareness of the strengths and weaknesses of different policy responses to poverty. Students will also review 2 major economic security programs in the U.S., who benefits from them, their history and structure within the larger U.S. social safety net. Discussion of select current issues in social policy will be integrated throughout the course. This required course is part of the Human Behavior and Social Environment sequence in the Generalist Practice curriculum.

No previous course work is required. The format for this class combines interactive lectures, large and small group discussions and presentations from guest speakers.

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 measure through course activities, readings and assignments and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. The objective of this course is to help students to demonstrate understanding and mastery of the knowledge, values, skills and cognitive and affective processes relevant to the competencies described in Appendix A

IV. COURSE CONTENT
Topics and readings may change.

Week	Topics	Readings	Assignment Due
Week 1 10/27/18	**Part 1: COURSE OVERVIEW AND INTRODUCTION TO SOCIAL POLICY** We will become familiar with each other and the objectives of the course, and review various definitions of policy, social policy, and social welfare policy. We will consider several aspects of social policy that generate debate. We will also discuss the importance of social workers' attention to, critical thinking about, and advocacy for social policy, and strategies for staying informed about policy developments relevant to the social work profession. - What is policy? What is social policy? What is social welfare policy? - Why does policy matter? - How do we decide what a "problem" is? - Why should social workers care about social policy? - Which social policies should we care about? How do we stay informed?	*Required Readings:* Barusch, Chapter 1, Social Justice and Social Workers	None
	Part 2: SOCIAL JUSTICE FRAMEWORK IN POLICY ANALYSIS We will explore the different definitions of social justice, and how various definitions influence our policies. - What do we mean by "social justice"? Are there different social justices? - Application of social justice framework in policy practice. - Identification and consideration of costs and benefits of social policy. - Influences on U.S. social policy development	*Required readings:* Center for Economic and Social Justice, Defining Economic and Social Justice, available on-line at URL: http://www.cesj.org/thirdway/economicjustice-defined.htm	

Week 2 11/03/18	Part 1: POLICYMAKING, POWER, and AGENDA SETTING	Required Readings:	Critical Reflection
	We will learn about policy analysis and how to identify the values, theories, and assumptions of underlying policies, and consider how various factors, including societal perceptions and values, affect the policy development process. We will review the federal and state policy-making process and discuss the role of politics in policy formation. The funding of social policies will be presented, along with the implications of different funding and organizational structures on policy delivery. - What is the policymaking process? How does it work? - The budget as a reflection of policy priorities - How are social benefits distributed in the U.S.? - Why do some issues move up the agenda while other languish? - Models for policy analysis.	Barusch, Chapter 2, The Government's Role Dinitto, Chapter 2, p. 39-43 Scan: Barusch, Chapter 3, Policy Analysis and Policy Practice, p. 61-73 (Conduct an Effective Policy Analysis) Review the following websites: www.democrats.org www.gop.com www.gp.org www.lp.org	Assignment Due at 11:59pm 11/01/18
	Part 2: THE SOCIAL SECURITY ACT	Required Readings:	
	We will review the structure and content of the Social Security Act of 1935, and its current structure and content. - Which social welfare policies are relevant to social work? - Review the organization of the Social Security Act and identify sections that "house" several major social programs.	Barusch, Chapter 4, The Social Security Act	

Week 3 11/10/18	Part 1: THEORIES OF POVERTY & POVERTY AND SOCIAL POLICY Understanding how policy framers explain poverty is pivotal. We will look at the major theories suggesting explanations for observed poverty. Synthesizing the theories and data will help us to come to our own understanding and, therefore, be in a position to thoughtfully view current policy options. • How is poverty defined? • How do we measure poverty? • Who is poor? • Variation in poverty across groups, lifecycle, family type and geography. • How do poor families make do? • What are the collective or societal responses to poverty?	*Required Readings:* Barusch, Chap. 5, Poverty Browse: Institute for Research on Poverty, at URL: http://www.irp.wisc.edu/index.htm	Critical Reflection Assignment Due at 11:59pm on 11/08/18 -and- Social Welfare Policy Project: Part One: Social Problem Description
	Part 2: THE U.S. SAFETY NET: WHAT WE PROVIDE AND FOR WHOM? We will examine the development of large scale federal laws in regards to poverty alleviation, including TANF, SNAP, and Section 8. We will discuss key questions to understand the programs and polices we currently have: • Who does the program serve? • How is the program funded? • How is the program administered? • Are their income or asset tests to determine eligibility? • What is the political and social context surrounding the inception or amendment of this policy? • Putting it all together. Why do we have the system we do? Are there gaps? If so, for whom?	*Required Readings:* Wu, C.k Cancian, M. & Meyer, D. (2008). Standing still or moving up? Evidence from Wisconsin on the long-term employment and earnings of TANF participants. *Social Work Research*, 32 (2), 89-103. Rector, R.E. & Sheffield, S. (2011). Understanding poverty in U.S. Washington, DC: The Heritage Foundation. Available at: http://www.heritage.org/Research/Commentary/2011/09/Understanding-Poverty-in-the-US.	

Week 4 11/17/18	**Part 1: SOCIAL WORK ADVOCACY IN THE POLICY MAKING PROCESS** The NASW Code of Ethics emphasizes that engaging in policy advocacy is important for social workers. We will learn the different strategies and limitations of policy advocacy. • Policy advocacy strategies. • The role of social workers in policy advocacy. • Is there an ethical dimension to policy practice?	*Required Readings:* Barusch, Chapter 3, pp. 73-89.	**Critical Reflection Assignment** **Due at 11:59pm 11/15/18**
	PART 2: HEALTH POLICY, HEALTH DISPARITIES AND WELL-BEING We will review the origins of the federal government's role in providing health care coverage and identify the pressing health care needs of certain sub-populations. Special attention will be paid to health disparities. • Health policy is broader than access to health care. • Examine the social and economic determinants of health. • Examine racial disparities in health.	*Required Readings:* Dolgoff, Chapter 10, p. 221-241 Kaiser Family Foundation, Summary of the Affordable Care Act.	
Week 5 12/01/18	**Part 1: RACE, ETHNICITY AND SOCIAL POLICY & DEMOGRAPHIC SHIFTS AND IMPLICATIONS FOR POLICY DOMAINS** How should we think about culture, race, ethnicity, and immigration status in relation to policy in the U.S.? In what ways do social policies recognize these differences? What are the implications of discrimination, marginalization, and oppression for specific subgroups and for the larger society? What are the costs of discrimination? Who bears them? What is the relationship to policy? How does history inform current policy analysis and why? • How is America's demography changing? Why might this matter? • What is it useful to pay attention to and why? • What are the most useful questions to entertain about demographic changes?	*Required Readings:* Barusch, Chapter 9, People of Color. *Listen or read:* Gross, T. (2015, May 14). Historian Says Don't 'Sanitize' How Our Government Created Ghettos. *NPR Fresh Air.* Podcast retrieved from: http://www.npr.org/2015/05/14/406699264/historian-says-dont-sanitize-how-our-government-created-the-ghettos	**Critical Reflection Assignment** **Due at 11:59pm on 11/29/18**

Week 5, cont'd	Part 2: SEXUAL ORIENTATION, GENDER IDENTITY AND SOCIAL POLICY We will learn about the major policies changes pertaining to gender identity and sexual orientation. • How does sexual orientation and gender identity affect the distribution of welfare benefits in the U.S.? • What are the costs to individuals and to society of discriminating based on such factors? • How did the movement for marriage equality work? • How did the architects of change model this movement?	*Required Readings:* Barusch, Chapter 10, Gay, Lesbian, Bisexual, and Transgender Individuals	
Week 6 12/08/18	Part 1: COLLECTIVE RESPONSES TO MENTAL ILLNESS Mental health policy and service systems have changed dramatically since the passage of the Social Security Act. We will discuss the implications of the deinstitutionalization movement in mental health care for those with serious and persistent mental illness, and the role of federal funding in this movement. We will also discuss the current status of funding and service delivery in mental health care, and how social stigma around mental illness has a role in shaping mental health policy. Finally, we will discuss the movement for mental health parity in insurance coverage. • Historical overview of mental health care funding, access, and delivery. • The line between empowerment and abandonment in mental health policy. • The role of "stigma" in social policy.	*Required Readings:* Barusch, Chapter 7, Mental Illness. Busch, S.H. (2012). Implications of the Mental Health Parity and Addictions Equity Act. American Journal of Psychiatry, 169, 1-3.	**Critical Reflection Assignment Due at 11:59pm on 12/06/18** **-and-** **Social Welfare Policy Project Part Two: Social Welfare Policy Analysis Paper**

Week 6, cont'd	Part 2: SOCIAL POLICY AND CHILDREN In this class session, we will discuss recent policy changes in the child welfare and education fields, the values underlying these policies, and unintended outcomes associated with their implementation. • Current issues in child welfare and education policy. • Issues with legislating accountability in social policy.	*Required Readings:* Barusch, Chapter 11, Children. Annie E. Casey Foundation. (2018). *Kids Count Data Book. 2018 state profile of child wellbeing.* Retrieved from: http://www.aecf.org/resources/the-2018-kids-count-data-book	
Week 7 12/15/18	Part 1: SOCIAL POLICY AND SUPPORTING FAMILIES We will learn how certain policies benefit and disadvantage women. Women play a unique role in many families, therefore these • What are different policy models for supporting parents and families in caring for their members? • What are the implications of changes in how families work and care for their members and communities? • What role does domestic violence play in the financial instability of families? • What are the policy implications? • Family leave, childcare, and child tax credit policies. • How does the government promote marriage?	*Required Readings:* Barusch, Chapter 12, Women.	**Social Welfare Policy Project Part Three: Policy Advocacy Critique** **-and-** **Social Welfare Policy Project Part Four: Brief Presentation**
	Part 2: SOCIAL POLICY REGARDING OLDER ADULTS AND INDIVIDUALS WITH DISABILITIES We will consider how definitions of aging and disability lead to social exclusion from resource and support systems; how demographic trends in aging interact with existing Medicare policy; and whether health care coverage alone can ensure adequate access to health care services for either older adults or people with disabilities. • Controversies in defining "aging" and "disability". • Social factors affecting morbidity and mortality rates among the elderly and individuals with disabilities.	*Required Readings:* Barusch, Chapter 8, Disability. Barusch, Chapter 13, The Elderly.	

V. TEXT and READING MATERIALS FOR THE COURSE
There is one textbook required for this course:

Barusch, A. S. (2017). *Foundations of Social Policy: Social Justice in Human Perspective,* 5th ed. Belmont, CA:
        Wadsworth/Thomson Learning.

Please purchase the book online or at a bookstore.

Additional UW-Madison library/research resources for Eau Claire site students:
- Social Work Library: http://socialwork.library.wisc.edu/
- Campus Library User Education tutorial: http://clue.library.wisc.edu/
- Research Tips: http://www.library.wisc.edu/research-tips/#getting-started
- For remote access to our resources, Eau Claire site students will have to log on to their NetID. Please read info below. [Access issues to NetId can be resolved by the LibraryTechnology Group, or by Do-It.] http://www.library.wisc.edu/off-campus/#what-is-it

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.)

Individual Help with Writing
http://writing.wisc.edu/Individual/index.html
Free workshops for UW-Madison students and faculty

The Writer's Handbook
http://writing.wisc.edu/Handbook/index.html
Handouts, APA style, and more

Podcasts
http://writing.wisc.edu/podcasts/index.html
Interviews with writing professionals and more

VI. EVALUATION: Assignments, Grading, and Methods

The format for this class combines interactive lectures, large and small group discussions, and presentations from guest speakers.

Assignments:

Assignment	Points/Percentage of Grade	Due Date
Participation	10 points	Throughout semester
Critical Reflection Assignments	15 points	Thursday of weeks 2-6
Social Welfare Policy Project		
Part One: Social Problem Description	25 points	November 10th
Part Two: Social Welfare Policy Analysis Paper	35 points	December 8th *Optional: Turn in draft December 1st*
Part Three: Policy Advocacy Critique	10 points	December 15th
Part Four: Brief Presentation	5 points	December 15th
Total Points	**100 points**	

Assignment Instructions:

Participation: 10 points

Attendance and prompt arrival are expected. Please participate by making thoughtful comments and asking questions. Active participation in all class exercises is also a course requirement. Students will create their own rubric at the beginning of the term and perform a self-assessment at the end of the term.

Critical Reflection Assignments: 15 points total; 3 points per assignment (*Due midnight Thursday of weeks 2-6*)

Description of assignment: The student will critically reflect on the readings, submit a short reflection, and include a discussion question.

Requirements of assignment:
- Students will submit a paragraph each week explaining information from the readings that they learned, made them think differently, or raised questions.
- Students will also submit a discussion question. The question should be open ended, prompt deep answers (more than recalling facts), and be relevant to the reading.

Social Welfare Policy Project (Part One-Part Four)

Part One: Social Problem Description. 25 points (*Due: November 10th*)

Description of assignment: In this assignment, the student will begin to critically examine a social problem that impacts social workers and the clients they serve.

Requirements of the assignment:
- Identify a social issue or problem. Why is it a social problem and not an individual problem?
- Determine which groups are impacted by the social problem, and briefly explain how they are impacted.
- Explain why social workers should care about this issue.
- Describe attempts, strategies, and policies to address or solve the issue or problem.
- At the end of this assignment, the student should identify a policy to focus on in the next assignment, the Social Policy Analysis Paper.

Other requirements:
- The paper should be approximately three to five pages in length, double spaced.
- Students should use APA format and site sources where appropriate.
- Paper should include an introduction and conclusion.
- Three sources are required (may use more)
- ****Please see rubric in Appendix B**

Part Two: Social Welfare Policy Analysis Paper. 35 points (*Due December 8; Optional: Draft December 1st*)

Description of assignment: Students will select a federal or state social welfare policy or program to analyze. The policy can be administrative, legislative, or judicial. Students should pick a policy that is of interest to them. The assignment should be considered an opportunity to become an expert in a specific state or federal social welfare policy or program.

During class on November 10th, students will meet individually with instructor to discuss which social policy he/she/they selected and determine the policy framework the student will use to analyze the policy.

Requirements of the assignment:
- Select a policy and give an introduction. Is it state or federal? Judicial, administrative, or legislative?
- The students will analyze the policy with one of these policy frameworks:
  - Six-Step Policy Analysis
  - Needs Assessment
  - Prince Policy Analysis
  - Cost-Benefit Analysis
  - Social Justice Framework

Other requirements:
- Paper should be approximately six to eight pages in length, double spaced (not including title page, tables, figures, and references).
- One of the sources used could be a piece of policy advocacy (a public testimony presented to a legislative committee, an informational sheet to a legislator, or amicus brief). The student could draw on this piece of advocacy in the next assignment, the Policy Advocacy Critique.
- Include an introduction and conclusion.
- Students should use APA format and site sources where appropriate.
- Five sources are required (may use more). ****Please see rubric in appendix C**

Part Three: Social Welfare Policy Advocacy Critique. 10 points (*Due December 15th*)

Description of assignment: The student is required to find a piece of policy advocacy in his/her/their selected policy area. This piece of advocacy may be (a) a public testimony presented to a legislative committee, (b) an informational sheet for a legislator, or (c) amicus brief. The student should briefly critique the piece of policy advocacy through a short paper.

Requirements of the assignment:
- Introduce the piece of advocacy and its intent.
- Explain what the piece does well and what could be better.
  - How are logos, pathos, and ethos incorporated?
  - What is your view of the argument used in the piece?
  - How, if at all, were opposing viewpoints addressed?

Other Requirements:
- Critique should be approximately one to two pages in length, double spaced.
- ****Please see rubric in appendix D**

Part Four: Brief Presentation on Social Welfare Policy or Program. 5 points *(Due December 15th)*

Description of the assignment: Through this assignment, students will showcase to the class what they have learned through this assignment.

Requirements of assignment:
- Presentation should be ten minutes or less in length. Time will be kept and students will be required to end at exactly ten minutes.
- Requirements of the presentation are vague to prompt creativity from the student. Engaging the class by asking questions, showing short video or audio clips, and conducting brief activities are all encouraged.
- ****Please see rubric in appendix E**

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

Grades for each assignment will be earned on a 100-point scale as follows:

A	94-100	Outstanding; surpasses expectations in most areas
AB	88-93	Surpasses expectations in many areas
B	82-87	Meets minimum expectations in all areas
BC	76-81	Meets expectations in some areas; falls below in others
C	70-75	Falls 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

Some comments on grading:
- Class attendance and participation are expected in this course. If a student must miss a class, it is the student's responsibility to secure materials, handouts, and class notes from one of her or his classmates.
- A student may appeal a grade, but must do so in writing, being sure to support his/her/their position with substantive arguments.
- Written portions of all assignments are to be typed, spell-checked, proofed for grammatical errors, and well organized. Points will be deducted from the grade when the work is sloppy.
- Issues of academic misconduct are considered extremely serious. Academic dishonesty, including cheating, plagiarism, and misrepresentation or fabrication of assignments, can result in course failure. It is the student's responsibility to ensure that all documents and materials used to inform and support assignments are appropriately and correctly cited, using the *Publication Manual of the American Psychological Association*.

VII. Course Policies

Attendance
Class attendance is required of all students. Attendance is defined as arriving on time, staying through the entire class and leaving only for scheduled breaks. 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.

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

Absence
To ensure a quality educational experience, students must attend and participate in classes.
• Attendance will be taken at each class
• Absences:
  ~The first absence will result in a student's grade being dropped one full grade.
  ~The second absence will place the student at risk for failing the course.
• Additional graded make-up work appropriate for the content missed will be assigned for absences.
• 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. Exercises in class cannot be made up.
• Students who must be absent due to inclement weather or other emergencies should contact the instructor prior to the start of class.
• *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 they are cancelled, students are expected to check email to determine how to engage in the course material for that day in lieu of class.
  ~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 may be assigned.

Breaks
Class will discuss how breaks will be handled on the first day of class. Should the class collectively agree that the agreed upon break structure is not working, the break schedule can be re-evaluated. Students and instructor are expected to return from breaks on time and be prepared to resume class.

Late Assignments
One point will be subtracted from the student's grade for each day an assignment is late.

Students with Disabilities
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 student with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is shared faculty and student responsibility. Students requiring accommodation, as approved by McBurney Center, are expected to generate a Faculty Notification Letter, utilizing McBurney Connect as soon as possible after a disability has been incurred or recognized. For more information, please contact McBurney Center at mcburney@studentlife.wisc.edu; Phone at 608-263-2741; text messaging at 608-225-7956; or fax at 608-265-2998,711 (Via relay); address is 702 W Johnson St. #2104, Madison, WI.

My goal is to facilitate an excellent learning experience for all students in this course. If you require accommodations to obtain equal access to this course, please contact me as soon as possible by phone or email (see top of syllabus). I will work in coordination with you and McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a students' educational record, is confidential and protected by FERPA.

Course Expectations
Students are expected to:
• Attend class regularly and actively participate in discussions, classroom activities, and other classroom assignments;
• Come to class prepared for lectures and discussions, having read the assigned readings and thought critically about them,
• Turn off all cell phones and beepers during the class unless needed for employment purposes, and if needed place on vibrate and notify the instructor of the need prior to class start.
• Refrain from using your phone or computer for work unrelated to course material.
• Complete all assignments by due dates.
• Inform the instructor of an impending absence from class.

The *instructor* is expected to:
• Be available to students to answer questions and to hear concerns,
• Begin and end classes on time,
• Create an open and comfortable environment conducive to learning,
• Assure that course competencies are being met,
• Assure that the class is accessible to all students,
• Utilize a combination of lecture, full class and small group discussions, videos, newspaper articles, and other sources as well as scholarly articles and textbooks.

Student Behavior Policy
In order to learn, we must be open to the views of people different than ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time, we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students' opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.

Written Assignments
Written assignments are expected to be handed in on the date due at the beginning of class.
No late assignments will be accepted without penalty points.

Grade Feedback
For students who would like to review their graded assignments with the instructor, it is requested that students submit any concerns in writing outside of class time or during office hours. This written statement should include details on how the student feels they addressed the requirement in which points were deducted.

Standards of Conduct
Professional responsibility, ethical behavior, and integrity are central principles of the social work profession. Therefore, students are expected to conduct themselves in accordance with the standards of the School, the University, and the National Association of Social Workers (NASW).

The Academic Honor Code is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in

the University community, and (3) to foster a high sense of integrity and social responsibility on the part of the University community. Plagiarism and other forms of cheating will be disciplined according to University procedures.
Code of Ethics, Student Rights and Responsibilities & 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 Student Rights and Responsibilities. In doing so, they agreed that while in the BSW or MSW Program they would honor the NASW Code of Ethics and Student's Rights and Responsibilities, 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.

Appendix A. Competencies and Description

Competencies and Description	Course Content relevant to Dimensions that comprise the Competency	Location in Syllabus
3. Advance Human Rights and Social, Economic, and Environmental Justice Social workers understand 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. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand 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. Social workers apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and engage in practices that advance social, economic, and environmental justice.	Assignment: Critical Reflection Assignments (V, C & AP) In-class activity on defining social problems and why social workers should care about these problems (K, V, C & AP) Lecture, readings, and discussion on theories of social justice (K, V, C & AP) Lecture, readings, discussion, videos, and activities on systemic oppression as it relates to income (K, V, S, C & AP) Lecture, reading, discussion, in-class activity, and podcast on systemic oppression as it relates to race (K, V, S, C & AP) Lecture, reading, in-class activities activity, and video on systemic oppression as it relates to sexual orientation and gender identity. (K, V, S, C & AP) Lecture, reading, in-class activities activity, and discussion on systemic oppression as it relates women and children (K, V, S, C & AP)	Assignments Week 1 Weeks 1 & 2 Weeks 4 Week 5 Week 5 Weeks 6&7
5. Engage in Policy Practice Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand	Assignment: Social Welfare Policy Project: Part One-Four (K, S, C & AP) Guest Speaker: TBA (in the past, has been social workers engaged in policy) (K, V) In-class activity and readings on ideologies and political philosophies (K, V, C & AP) In-class activity, reading, lecture, and video clip on the history of the Social Security Act and its current context (K, C, V & AP) Lecture and readings introducing policy analysis (K, S, C & AP)	Assignments TBD Week 1 Week 2 Week 2 Week 2 Week 2

	Discussion on the phases of policy making (K, C & AP)	Weeks 1, 2 & 4
the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; assess how social welfare and economic policies impact the delivery of and access to social services; apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	In-class activities, reading, and a video on government's role in policy making and policy advocacy, the different levels of government (local, state, federal), and arenas of policy (legislature, judicial, administrative, executive). (K, V, S, C & AP)	Weeks 3
	Lecture, readings, and discussion on history and current structure of policies responding to poverty (K, V, C & AP).	Week 4
	In-class activity and lecture on policy advocacy as social workers (K, V, S, C & AP)	Week 6
	Readings, lecture, and in-class activity on the history and current structure of mental health services (K, V, C& AP)	
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness.	Social Welfare Policy Project: Part Two and Three (K, V, S, C & AP)	Assignments
	In-class activity and podcast clip on measuring effectiveness and efficiency of policies.	Week 1
	Lecture, readings, and discussion on policymaking, power and agenda setting that condition practice, policy and service delivery effectiveness. (K, V, S, C & AP)	Week 2
	Lecture, readings and discussion on poverty and inequality which condition practice, policy and service delivery effectiveness. (K, V, S, C & AP)	Week 3
	Lecture, readings, and discussion comparing of TANF and ADFC (K, V, C & AP)	Week 3

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

Element	Points
Student included a coherent paragraph with a discussion question.	1 point
Student demonstrated critical thinking about the reading and incorporated multiple sources of knowledge.	2 points
Total	**3 points**

Appendix C
Social Welfare Policy Project - Part One: Social Problem Description

	Sophisticated	Very Competent	Fairly competent	Not yet competent
Overall (6 points)	The paper directly addresses bullet points in description, and adds new insight to the subject not provided in lectures, readings, or class discussions. **6-5 points**	The paper competently addresses the main bullet points, but does not add much new insight into the subject. That said, it is clear that the author has learned a great deal and is able to communicate this knowledge to others. **4-3 points**	The paper attempts to address main bullet points, but fails. The author has retained some information from the course, but does not fully understand its meaning or context and cannot clearly convey it to others. **2-1 points**	The paper does NOT address bullet points, and it is obvious that the author has not retained any information from the course. **0 points**
Ideas (10 points)	The paper contains a highly accurate and developed description of the issue or problem, along with a careful consideration of attempts, strategies, and solutions to solve the problem. The paper contains relevant descriptions of how different groups of people are affected. The paper establishes why social workers should care about the problem. A policy is listed for the next paper. **10-8 points**	The description of the problem or issue is fairly accurate and precise. Attempts, strategies, and solutions to the problem are considered but there is room for more thoughtful articulation. Different groups of people affected by the problem but how they are affected is not precisely explained. Why social workers should care is addressed but not supported. A policy is listed for the next paper. **7-5 points**	The description of the problem or issue is fairly accurate but not precise, and attempts, strategies and policies are either not considered, or ill-described. Different groups of people affected by the program are identified but how they are impacted is not explained. Why social workers should care about the problem is not addressed. A policy is listed for the next paper. **4-2 points**	The description of the problem or issue is inaccurate, and attempts, strategies, and policies are not considered or are inaccurate. The paper fails to consider different groups affected by the problem and why social workers should care. A policy for the next paper is not identified. **1-0 points**
Research (5 points)	All information is accurate and up-to-date. At least three sources are used. **5 points**	All information is accurate but not up to date. At least three sources are used. **4-3 points**	All information is accurate but not up to date. Less than three sources are used. **2 points**	Information is not accurate or up to date. Less than three sources are used. **1 point**
Writing and APA format (4 points)	All sentences are grammatically correct and clearly written. Paper has been spell-checked and proofread and contains no errors. APA format is used accurately. Paper is 3-5 pages. **5 points**	All sentences are grammatically correct and clearly written. Paper and contains no more than a few minor errors. APA format is mostly used accurately. Paper is 3-5 pages. **4-3 points**	A few sentences are grammatically incorrect or not clearly written. Paper contains several errors. Reader's ability to understand paper is compromised. Many mistakes are made in using APA format. Paper is 3-5 pages. **2 points**	Paper is full of grammatical errors and bad writing. Reader has a difficult time understanding essay because of errors. APA format is not used accurately. Paper is not 3-5 pages. **1 point**

Appendix D
Social Welfare Policy Project - Part Two: Social Welfare Policy Analysis Paper

	Sophisticated	Very Competent	Fairly Competent	Not yet competent
Overall (8 points)	The paper directly addresses the questions in the policy framework. Policy is clearly identified and explained. Paper adds new insight to the subject not provided in lectures, readings, or class discussions. **8-7 points**	The paper competently addresses the main questions in the policy framework. Paper does not add much new insight into the subject, but it is clear that the author has learned a great deal and is able to communicate this topic. Policy is clearly identified and explained. **6-4 points**	The paper attempts to address main questions in the policy framework. The author has listed information about the policy, but cannot clearly convey it to others. **3-2 points**	The paper does not address the main questions, and it is obvious that the author has not explored the policy. **1-0 points**
Ideas (13 points)	The paper contains a highly accurate and developed description of the policy. **13-11 points**	The paper contains a highly accurate and moderately developed description of the policy. **11-7 points**	The paper lists the policy and provides a description of the policy. **6-4 points**	The paper lists the policy but does not provide a developed description and is inaccurate. **3-0 points**
Research (7 points)	All information is accurate and up-to-date. At least five sources are used and cited accordingly. **7-5 points**	All information is accurate but not up-to-date. At least five sources are used and cited accordingly. **4-3 points**	All information is accurate but not up- to-date. Sources are not cited and less than five sources are used. **2 points**	Information is not accurate or up-to-date. Less than five sources are used and not cited appropriately. **1 point**
Writing and APA format (7 points)	All sentences are grammatically correct and clearly written. Paper has been proofread and contains no error. APA format is used correctly. Paper is 6-8 pages. **7-5 points**	All sentences are grammatically correct and clearly written. Paper has been proofread, and contains no more than a few minor errors. APA format is mostly used correctly. Paper is 6-8 pages. **4-3 points**	A few sentences are grammatically incorrect or not clearly written. Several words are misused. Paper contains several errors. Many mistakes are made in using APA format. Paper is 6-8 pages. **2 points**	Paper is full of grammatical errors and bad writing. Several words are misused. Paper has not been spell-checked or proofread and contains numerous errors. APA format is not used correctly. Paper is not 6-8 pages in length. **1 point**

Appendix E
Social Welfare Policy Project - Part Three: Social Welfare Policy Advocacy Critique

Element	Points
Author introduces the piece of advocacy and its intent	2
Author explains how/if the piece of advocacy incorporates logos, pathos, and ethos, as well as opposing viewpoints	3
Author critiques the argument used in the piece of advocacy	2
Paper is one to two pages in length, double spaced	2
Total	10

Social Welfare Policy Project - Part Four: Brief Presentation on Social Welfare Policy or Program

Element   **Points**

Content was thoroughly covered in 10 minutes	1
Student engaged classmates with questions, video, brief activity, etc.	1
Student demonstrated an understanding of their project	3
Total	5