SWK-S 505 Social Policy Analysis and Practice (3 cr.)

Course Information

<table>
<thead>
<tr>
<th>Semester Year:</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section Number:</td>
<td>XXXX</td>
</tr>
<tr>
<td>Location:</td>
<td>XXXX</td>
</tr>
<tr>
<td>Day:</td>
<td>XXXX</td>
</tr>
<tr>
<td>Time:</td>
<td>XXXX</td>
</tr>
</tbody>
</table>

Instructor: XXXX XXXXXXXXX
Office: XXXX
Email: XXXX
Phone: XXXX
Office Hours: XXXX

Course Description

This course examines the processes that influence the development of social policy and social services. Included are legislative and political processes, models of policy analysis, service delivery and policy implementation. Effects of these on people are considered from global, political, economic, environmental and social policy perspectives.

This course is developed around the general proposition that social workers utilize knowledge and skills to carry out roles and functions critical for practice. Such knowledge and skills include the application of social policy analysis, the legislative process, the role and impact of politics and political choice on the quality of life of people, and the effect of economic-social policy decision and judicial actions on social services. In addition, the course examines the variability of the common and uncommon attributes of service delivery systems.

Course Competencies

Council on Social Work Education (CWSE) 2015 EPAS Competencies addressed by this course.

Primary

- 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 recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers are knowledgeable about policy formulation and analysis (CSWE, 2015 EPAS, p. 8).

Secondary

- 1: Demonstrate Ethical and Professional Behavior
- 3: Advance Human Rights and Social, Economic, and Environmental Justice

Course Objectives

S505-01 Distinguish the common attributes of all service delivery systems, such as auspices, organizations, decision-making processes, need-demand factors and provider-consumer relationships. Evaluate and apply research literature related to social work practice.
S505-02  Assess the impact of the variability of the common attributes of service delivery on social service systems. Demonstrate a beginning understanding of the uses and methods used in single-system and program evaluation designs.

S505-03  Analyze the differential benefits of the major service delivery systems for people of color, women, gay and lesbian people, and other populations at risk and the factors related to influencing such differential benefits.

S505-04  Assess the dilemmas and trade-offs involved in the major issues related to service delivery, such as integration, normalization and privatization.

S505-05  Assess the nature of power and control in the political and legislative process, the management and control of information by lobbying forces and the positive and negative aspects of social policy practice.

S505-06  Assess the impact of social and economic policies on the advancement or hindrance of social and environmental justice and human rights.

S505-07  Evaluate relationships of social work values and ethics to service delivery, policy goals and the political process.

S505-08  Assess and evaluate how the social constructions of problems relate to poverty, inequality, and systems of stratification, and apply analytic methods in advocating for special population groups, significant social issues and political or legislative goals.

S505-09  Evaluate the changing nature of individual, group, community and societal policy inter-dependency from a comparative global perspective.

Required Texts


Course Content

This course equips students to demonstrate ethical and professional behavior and to advance human rights and social, economic, and environmental justice in and through policy practice.

The major evaluation of students’ progress in accomplishing the learning objectives of this course is the signature Policy Analysis Paper, which allows you to demonstrate your learning by utilizing social work values and ethics along with a social work policy analysis framework to analyze a bill and assess its potential impact on social, economic and/or environmental justice along with human rights, clarifying both a grounded social work position regarding the policy and then, in the name of that position, developing a strategy that could be used to build coalition, inclusive of civil society and the political realm, to move the position from paper to reality.

Resources

- Canvas email will also be used a way to communicate between instructor and students. You are expected to check the course announcements on Canvas before each class.
- Additional readings will be assigned throughout the semester and be posted on Canvas (Resource tab).
Course Outline

Module 1: Policy Analysis Frameworks
Dates: August 24, 2017 and August 31, 2017

Overview
A. Introduction to the course
B. Overview of assignments
C. Technology as a resource to keep current on policy development
D. How to use policy analysis frameworks

Assignments
Readings
1.  Karger and Stoesz, Chapters 1 & 3 from required text.
2.  Browse advocacy links at http://www.socialworkers.org
3.  Browse iga.in.gov

Module 2: Policies to address poverty
Dates: September 7, 2017 and September 14, 2017

Overview
A. Cash assistance: TANF
B. Food assistance: SNAP and WIC
C. Housing assistance: HUD
D. Theories of why poverty exists

Assignments
Individual Assignment
1.  Social Work Speaks Position paper due 9/7

Readings
1.  Karger and Stoesz, Chapters 5, 11, and 17 from required text for 9/7.

Module 3: Policies to address crime
Dates: September 21, 2017

Overview
A. The juvenile justice system
B. Competence to stand trial
C. Theoretical underpinnings of criminal justice policy
Assignments
Readings
1. Karger and Stoesz, Chapter 14 from required text.

Module 4: Policies to address health care
Dates: September 28, 2017 and October 5, 2017

Overview
A. Costs of health care in the US
B. Medicaid, Medicare and CHIP
C. Affordable Care Act
D. Recent policy debates

Assignments
Readings
1. Karger and Stoesz, Chapter 12 (9/28) and Chapter 13 (10/5)

Module 5: Where and how state policies are set
Date: October 12, 2017

Overview
A. Field trip to the Indiana State House
B. 200 West Washington St., Indianapolis

Field trip information
Please dress in business or business casual attire.

PLEASE GET THERE EARLY! YOU MUST GO THROUGH SECURITY!

Public entry is available at the following building entrances:

- Upper level east doors, closest to Capitol Ave. and Market St.
- Lower level, west doors, with access from Robert D. Orr Plaza (ADA accessible).
- Visitors will be required to pass through metal detectors, and all bags and packages will be x-rayed and may be subject to further inspection.

Readings
2. Carnick, L. (2008). Practicum II/III: Indiana State Legislature. Author. This is the final paper from a student who interned with the Indiana State Senate for her practicum (available on Canvas)
3. Indiana State House History at Indiana Statehouse Tour Office website, including the links:
   - A Center of Civic Life
   - In Character with the Parthenon
   - In Clear Arrangement
   - The First One Hundred Years
Module 6: Policies to address child welfare

Date: October 19, 2017

Overview
A. History of Child Welfare
B. Development of child abuse and neglect laws
C. What happens when DCS receives a call
D. Media coverage of DCS

Assignments
Readings
1. Karger and Stoesz, Chapter 15.

Module 7: How a bill becomes a law

Date: October 26, 2017

Overview
A. Federal legislative process
B. Indiana legislative process
C. PACs
D. Legislative decision making

Assignments
Readings
1. Hayes and Mickelson, Chapters 1, 2 and 5 from required text.

Module 8: Lobbying and presenting testimony

Date: November 2, 2017

Overview
A. Working as a legislator
B. The electoral college
C. Devolution of legislation
D. Testifying

Assignments
Readings
1. Hayes and Mickelson, Chapters 6, 7, 8 and 10
2. “How to give effective legislative testimony” at http://legis.wisconsin.gov/Pages/cg/testify.aspx
Module 9: American voting system
Date: November 9, 2017

Overview
A. The two-party system
B. Direct Democracy
C. Gerrymandering and vote dilution
D. Campaign finance

Assignments
Readings
1. Karger and Stoesz, Chapters 2 and 4

Module 10: Legislator profile presentations
Dates: November 16 and November 30, 2017

Overview
A. Please use class time November 16 to complete group presentations
B. Presentations given November 30

Assignments
1. Advocacy Action assignment due at the beginning of class on Canvas

Readings
1. Haynes and Mickelson, Chapters 9, 11 and 12

Module 11: Course wrap up
Date: December 7, 2017

Overview
A. Signature assignment due
B. Course wrap up discussion

Assignments
A. Signature assignment due at the beginning of class on Canvas
B. Professional Participation assignment due the day after class
C. Peer Evaluations due the day after class

Assignments and Grading
More specific instructions for each assignment will be posted on Canvas. Instructor also will discuss details or answer any questions related to assignment during the class and office hours.

All assignments should be typed, double spaced, with one-inch margins on all sides, carefully edited and proofed, using no smaller than a 12 point font, and conforming to APA style (6th ed.)

Assignments
1. Social Work Speaks position paper (Group Assignment)
Signature Assignment

Policy Analysis Paper

After researching bills that are being or were considered within the last two legislative sessions by either the Indiana General Assembly or the United States Congress, select one bill with clear implications for social workers and/or the populations/issues we engage.

In this assignment, writing the paper as if the bill were currently up for consideration, you are to analyze the bill according to the assigned policy analysis framework and then to determine, according to your analysis in light of the Code of Ethics and Social Work Speaks (NASW), whether to support the bill in full, make recommendations for changing portions or the bill, or to oppose the bill altogether.

For State bills, go to Indiana General Assembly Archive. For Federal bills, go to Congress.gov Legislation Search.

The paper is broken into five distinct sections. Please use headings and subheadings to indicate your transitions from one section to another. Remember you should always include a paragraph introduction and conclusion in your academic papers.

Section One: General Information about the Bill

- Provide basic information about the bill (or law) you selected (e.g. title, assigned SB or HB number, current status, and the committee name or members that introduced the bill).

Section Two: Selection Process
• Describe the reason you selected the bill (or law).
• Why is this legislation important to social workers and our clients?
• What are the essential social issues the bill intends to address?
• What is NASW’s position and how does the organization justify this position?

Section Three: Policy Analysis

• Utilizing the provided model for policy analysis, examine the goals and potential implications for this legislation:

1. Describe the policy:
   • For the description section of the paper, consider the following subheadings:
     • Historical Background
     • Problem that Necessitated the Policy
     • Policy Description

2. Analyze the policy:
   • For the analysis section of the paper, consider the following subheadings:
     • Goals: Address legality justice and democracy, social equality, redistribution, quality of life, social relations, and social work values.
     • Political Feasibility
     • Economic Feasibility
     • Administrative Feasibility

Section Four: Recommendations

• Address the following:

  • Recommendation:
    • Provide your position (support, opposition, or change), on the bill.
    • If any, what recommendations do you have regarding how this policy issue might be better addressed? How has the past shaped your recommendations for the future?
  
  • Rationale:
    • Ground your position in social work ethics and values, making sure to cite the Code of Ethics and Social Work Speaks (NASW).

  • Strategy:
    • Describe and justify the types of agencies and organizations that you think would be sympathetic to your position along with possible candidates/legislators for coalition-building. What alliances might be possible?
    • What strategies would you deploy for getting people to “think outside the box” regarding this issue or problem?
    • How do you recommend that you and other social workers advocate to address the policy issues you have identified? Give at least three (3) examples of how you as a social
worker can bring about change that will have a positive impact on this issue or problem in the future.

Section Five (Appendix): One-page Brief

- Complete your paper by appending a one page brief that summarizes your position by providing a two or three sentence paragraph that can be comfortably read in ten seconds, and a list of bulleted talking points if you were to provide testimony.

Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

In the Indiana University School of Social Work MSW program, grades of B are the expected norm. Reflecting competency and proficiency, grades of B reflect good or high quality work typical of graduate students in professional schools. Indeed, professors typically evaluate students’ work in such a way that B is the average grade. Grades in both the A and the C range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU MSW students. Because of this approach to grading, students who routinely earned A grades in their undergraduate studies may conclude that a B grade reflects a decrease in their academic performance. Such is not the case. Grades of B in the IU MSW program reflect the average, highly competent, proficient quality of our students. In a sense, a B grade in graduate school is analogous to an A grade in undergraduate studies. MSW students must work extremely hard to achieve a B grade. If you are fortunate enough receive a B, prize it as evidence of the professional quality of your work.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the “good,” “the high quality,” “the competent,” or the “satisfactory.” They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few MSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious graduate student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most MSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a graduate student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of MSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a
graduate student and a future MSW-level professional. We anticipate that a small percentage of MSW students will earn unsatisfactory grades of C-, D, and F.

**Grading scale**

Grade minimums are as follows [Note: grades below C are Unsatisfactory in the MSW Program]:

- A  93%  Excellent, Exceptional Quality
- A-  90%  Superior Quality
- B+  87%  Very Good, Slightly Higher Quality
- B   83%  Good, High Quality (expected of most MSW students)
- B-  80%  Satisfactory Quality
- C+  77%  Marginal, Modestly Acceptable Quality
- C   73%  Marginal, Minimally Acceptable Quality
- C-  70%  Unsatisfactory Quality