

SWK-S 600 Seminar in Social Work: Public Health Law, Policy, & Advocacy (3 cr.)

Course Information

Semester Year: XXXXX
Section Number: XXXXX
Location: XXXXX
Day: XXXXX
Time: XXXXX

Instructor: XXXXX
Office: XXXXX
Email: XXXXX
Phone: XXXXX
Office Hours: XXXXX

Course Description

This course will provide students with an opportunity to build on public health law and policy knowledge by learning about working as a part of an interprofessional team in case-based and experiential learning environments. The goal of the course will be to both strengthen knowledge of public health law content and policy analysis, and to ensure adequate collaborative skills for interprofessional practice in general with an emphasis on public health policy. Research has suggested that interprofessional skills are necessary for effective work in the health arena. The macro arena is no exception.

This course uses case-based and experiential sites (such as health departments, medical-legal partnerships, and hospitals) to teach students from the schools of Law, Public Health and Social Work skills needed to understand, analyze, apply and develop public health law and policy. Students from all three schools will work together in interprofessional teams to address public health issues identified by experiential sites.

Course Competencies

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

Primary

- Competency 5: Engage in Policy Practice

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 assess how social welfare and economic policies impact the delivery of and access to social services. They apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Secondary

- Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Course Objectives

This course is designed to help develop professionals who can:

- S600-01** Demonstrate knowledge of social determinants of health as it pertains to each profession both individually and collaboratively
- S600-02** Examine and analyze perceptions towards and between other professions (addressing hegemony)
- S600-03** Demonstrate application of a systems theory informed policy analysis (literature about increased confidence helping with collaborations)
- S600-04** Identify key components of interprofessional collaborations (ICCAS)
- S600-05** Increase self-awareness of interprofessional skills

Required Texts

Fisher, R., Ury, W. L., & Patton, B. (Ed.) (2011). *Getting to yes: Negotiating agreement without giving in*. New York, NY: Penguin.

Rath, T. (2013). *StrengthsFinder 2.0*. New York, NY: Gallup Press.

*The book comes with an access code for the assessment or one can be purchased immediately with ebook at [Gallup Website](#)

Other selected readings listed below and posted on Canvas.

Teitelbaum, J. B., & Wilensky, S. E. (2013). The art of structuring and writing a health policy analysis. *Essentials of health policy and law*. Burlington, MA: Jones & Bartlett Publishers.

Heagy, E. (2012). The rules of engagement. In P. Libby, *The lobbying strategy handbook: 10 steps to advancing any cause effectively* (pp. 19-32). Thousand Oaks, CA: Sage Publications.

Reisch, M. (2014, in press). Legislative advocacy to empower oppressed and vulnerable groups. In K. Corcoran (ed.), *Social workers' desk reference*, 3rd ed. New York: Oxford University Press.

*TBA readings will be added

Course Content

This course examines a variety of scientific methods and processes of theory building that provide the foundation for research in social work settings. Research processes will be examined in stages from problem formulation to data collection. The course will focus on how research problems are formulated, hypotheses or research questions are derived, and the specific designs that practice researchers may use in addressing given research topics. Both qualitative and quantitative research methods comprise the content of this course. In addition, content is included on writing research reports and evaluating the research of others.

As part of this course students will learn how the unique nature of social work practice (especially clients of cultural and social diversity) serve to affect social work research processes. Values and ethical issues are infused throughout the content of the course as they relate to research processes and methods, bias and culturally sensitive research, and ethical issues in qualitative research. A variety of teaching and learning activities will be used during class sessions. These include but are not limited to the following: lectures, class discussions and exercises, homework, and small group works.

The major evaluation of students' progress in accomplishing the learning objectives of this course is a progressive proposal that students will prepare in stages. Students will work in small groups on the research project and hand in one grant proposal representing the collective effort of the group. Students will also



complete the IUPUI Protection of Human Subjects Web-based tutorial and pass the examination on ethics in research. On the last day of class students will present PowerPoint presentation on their final proposals.

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: Course Introduction and Syllabus Review & Role Exercises

Assignments

Readings

1. Syllabus
2. Getting to Yes, Chapters 1-3

Individual Assignment

1. In-class reflection (roles)
2. StrengthFindersModule 2: Theories and Models of Public Health and Community Advocacy

Overview

- A. Guidelines in conducting ethical research
- B. Research questions and hypotheses
- C. Potential ethical problems
- D. Vulnerable populations

Assignments

Readings

1. Getting to Yes Chapters 4-6
2. Teitelbaum, J. B., & Wilensky, S. E. (2013) The Art and Structure of Writing a Health Policy Analysis.
3. Reisch, M. (2014, in press). Legislative advocacy to empower oppressed and vulnerable groups.

Individual Assignment

1. Professional Reflection Journal #1: Roles

Module 3: Communication Skills

Overview

- A. Creating group norms

Assignments

Readings

1. Finish Getting to Yes



Module 4: Researching the policies –how do we approach a big policy issue?

Assignments

1. Bring research questions
2. Interprofessional Skills Reflection Paper: Communication

Module 5: Systems Thinking

Assignments

Group Assignment

1. Group work and analysis

Module 6: Social Determinants of Health

Assignments

Individual Assignment

1. Interprofessional Skills Reflection Paper: Conflict Management

Module 7: Site Visit

Assignments

Group Assignment

1. Teams should prepare one page update on progress for presentation to agency. It should include any questions that your team has for the agency.

Module 8: Group Meetings

Assignments

Readings

1. Group will use the class time this week to finalize the presentation for the agency. You may meet at the time of your choice, but class time is available.

Module 9: Presentations and Course Wrap-Up

Overview

- A. Presentations delivery

Assignments

Group Assignment

1. Submit final group proposal on 4/26

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 produced on a wordprocessor (or 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

The final course grade will be comprised of the following:

1. Professional Reflection Journal (3)
 - a. Final Grade Percentage:15%
2. Interprofessional Skills Reflections Papers (4)
 - b. Final Grade Percentage:25%
3. Deliverable for the agency
 - c. Final Grade Percentage:40%
4. Evaluation of team competence and collaboration
 - d. Final Grade Percentage:20%

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

Course Policies

Assignment

Students are expected to submit all assignments on time. If you need to extend a deadline you MUST speak to me in advance of the due date to get an approval and an agreement will be reached. Late submission (except by prior agreement) will be marked down 5% per day late. IU has a subscription with the Turnitin plagiarism detection service, and faculty members have the right to submit student papers to the service to check for originality. Turnitin.com service will be used for all student papers in this course.

Attendance and participation

Students are expected to attend and participate in all class sessions. Students should complete readings and homework as assigned and come to class prepared for discussion and questions. Because of the nature of this course and group assignments, regular attendance is required and extremely important. Class attendance and active participation in class activities are considered essential for the satisfactory completion of the course objectives. If you are absent, it is your responsibility to get notes from other students regarding materials covered during your absence. If you are absent on the day when an assignment is due, you need to submit your assignment before the beginning of the class. Missing more than 2 of the scheduled classes will result in a letter-grade deduction for the course. Late arrivals and early departures will also lead to course point



deductions. It's up to instructor's discretion to decide the deduction points. If you miss five or more classes you will fail the course.