|  |  |
| --- | --- |
|  | TWU-UNT Joint MSW Program Syllabus  Social Work 5333 (3 credits) Social Work Advanced Policy Analysis |

**Instructor Contact Class Meeting Information**

*Name: Sarah Moore Oliphant, PhD, MSW Class Location: TWU*

*Office Location: 390D Chilton, UNT Class Time: Monday 5:30 pm to 8:20 pm*

*Office hours: Wednesday 1-3 pm; Thursday 10 am-noon or by appointment*

*Email: sarah.oliphant@unt.edu*

**Course Description**

Builds upon policy practice skills and knowledge and macro community practice techniques. Presents frameworks for policy research and analysis. Advanced analysis and critique of social welfare policies that affect families and diverse and oppressed populations. Advocacy and intervention techniques aimed at positively impacting social welfare and public policies. Focus upon legislative research and written and verbal persuasion skills.

**Pre-requisite(s):**

**Course Objectives**

|  |  |
| --- | --- |
| **Core Competency** | **COURSE OBJECTIVES**  **By the end of this course students will be able to:** |
| Demonstrate Ethical and Professional Behavior  **(Specialist Competency 1)\*** | 1. Demonstrate application of core values, ethical standards across multiple settings and client populations. 2. Apply use of decision making frameworks to make critical ethical decisions to complex case situations. |
| Advance Human Rights and Social, Economic, and Environmental Justice  (Specialist Competency 3)\* | 1. Understand and analyze the complexities of oppression, power and resource differentials along the time continuum (past, present and potential future) including an understanding of the interrelatedness of local, regional, national and global contextual factors. 2. Develop, implement and evaluate techniques to address oppressive and discriminatory practices, policies, laws, and language. |
| Engage in Policy Practice (Specialist C5) | 1. Develop and advocate for just policies and are capable of influencing local, state, and national policies through political advocacy. 2. Work to enhance access to resources and opportunities, promote social, economic, and environmental justice, and ensure human and civil rights through policy practice. 3. Work with constituencies to develop coalitions capable of addressing policy issues. |

**\*Council on Social Work Education Educational Policy and Accreditation Standards (EPAS) Social Work Core Competencies**

**Required Materials:**

Wheelan, C. (2010). *Naked economics: Undressing the dismal science*. New York: W.W. Norton & Company, Inc.

Additional materials including selected articles, textbook chapters, and videos will be utilized during the semester.  These materials will be available through links within the course Canvas platform and/or through the University library.

**JMSW PROGRAM POLICIES**

**COURSE RELATED POLICIES:**

**Attendance and Late Work Policy**

Attendance and professionalism are vital in social work education. You are expected to attend all classes, seminar meetings, faculty appointments and other obligations, and to come to class on time. Many courses use small group collaboration and roleplaying methods that require your presence and participation **during class** for optimal learning. Professors rely on your timely presence to effectively implement these experiential methods, and enhance the learning environment for everyone. Absences result in **reductions in attendance and participation points from the total points possible for the course**. The rubric is a guide for our expectations of your performance in the classroom and your interactions with professors and other students in and out of the classroom. We use this rubric to clarify our expectations of your habits, attitudes and behaviors as you prepare for field work and professional practice in social work.

If you must miss a class, **Please notify the professor in advance that you will be absent**. It is your responsibility to collect notes from a classmate and/or handouts/powerpoints from Canvas. **An essay paper demonstrating competency in class work may be required as makeup in the event of an absence.** Absences may be excused based on:

1. a major event/illness that is life disrupting and clearly outside of your control, or
2. an illness that renders you incapable of participating or that is infectious and thus risks causing harm to your fellow students and professor if you participate.

The professor reserves the right to deduct points from your final point total for multiple (more than one) absences, late arrival, and/or leaving early. **It is the policy of the Joint Social Work Program that upon obtaining three misses from any course (excused or unexcused) you will earn a failing grade for the semester**. You will not be able to advance in your field practicum or other parts of the JMSW Program until you retake the course due to minimum grade and GPA requirements.

In fairness to students who do complete assignments on time, those who turn papers in late will have significant points deducted unless a legitimate reason for the tardiness has been discussed with the instructor **prior** to the due date. **Ten points x total number of days late will be subtracted from possible points unless arrangements are made with the professor in advance of the due date.** If you missed handing in an assignment, it is the professor’s choice about whether to give you a make-up option. If a make-up option is provided, the professor retains the right to set the content of the make-up work, the points that may be earned, and the timeline for completing the work.

**Academic Integrity**

Specific details and descriptions of TWU’s Policies on Academic Dishonesty Procedures and students’ right to appeal are available at <https://servicecenter.twu.edu/TDClient/KB/ArticleDet?ID=24426>

Specific details and description of UNT’s Policy on Student Standards of Academic Integrity (18.1.16) and students’ right to appeal are available at [https://policy.unt.edu/policydesc/student-standards-academic-integrity-](https://policy.unt.edu/policydesc/student-standards-academic-integrity-18-1-16) [18-1-16.](https://policy.unt.edu/policydesc/student-standards-academic-integrity-18-1-16)

**Student Conduct**

Any student behavior that interferes with an instructor’s ability to conduct class or other students' opportunity to learn is unacceptable and will not be tolerated in any instructional setting at TWU or UNT. This includes traditional face-to- face classes, online or blended classes, labs, discussion groups or boards, field trips, and verbal and/or written (including email or Canvas) communication with the instructor and/or other students. Examples of unacceptable behavior include, but are not limited to, disrespectful treatment of other students (verbal or written), disrupting lecture, and use of inappropriate or profane language or gestures in class or other instructional settings.

**Disability Accommodation**

In accordance with university policies and state and federal regulations, TWU & UNT are committed to full academic access for all qualified students, including those with disabilities. To this end, all academic units are willing to make reasonable and appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies in order to facilitate equality of educational access for persons with disabilities. Students seeking accommodation must first register with the TWU Disability Services for Students (DSS) if their home base is TWU or the Office of Disability Accommodation (ODA) if their home base is UNT to verify their eligibility. If a disability is verified, DSS or ODA will provide the student with an accommodation letter to be hand delivered to the instructor to begin a private discussion regarding the student’s specific needs in the course.

**Campus Carry & Concealed Handguns**

In accordance with state law and TWU and UNT policies, students who are licensed may carry a concealed handgun on campus premises except in locations and at any function, event, and program prohibited by law or by this policy. Students may learn more about TWU’s concealed handgun policy at <https://servicecenter.twu.edu/TDClient/KB/ArticleDet?ID=34877> and UNT’s concealed handgun policy at [https://campuscarry.unt.edu.](https://campuscarry.unt.edu/)

**Sexual Discrimination, Harrassment, & Assault**

TWU & UNT are committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. Both TWU & UNT have staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

**Detailed Description of Major Assignments:**

**Assignments**

1. **Policy Briefs Assignments: (C1, C3, C5)**Students will write two policy briefs on a social work related area. The policy briefs are not long, **typically one or two double** spaced pages and should include references to social work values and/or ethics.

1. **Online Blog, Bill Analysis and Journal: (C1, C3, C5)**Students will choose a legislative bill or an issue and maintain a blog on developments related to tracking and promoting the bill or the issue to policy makers. Students will post a minimum of **five blog posts,** and each blog posts should no more than 300 words. The social work perspective on the issue should be addressed.

1. **Legislative Hearing Analysis:** **(C1, C3, C5)**Students will attend or view online a legislative hearing and then write a 3-4 page analyzing the elements of the hearing.

1. **Final Project (C1, C3, C5)**: Option of *Policy Practice Advocacy Paper* OR *Participation in Social Work Advocacy Day at State Capitol/Write up*. Both require class presentations

Final Policy Practice Advocacy Paper**:** Students will select a health, mental health or child welfare bill or issue and create a detailed advocacy plan for promoting the bill or the development of a bill. The advocacy plan may include identifying the historical antecedents of the bill, a concise definition of the problem area, adequate data to support the need of the bill, identification of the stakeholders and policy makers that could impact the bill. A detailed media and social media plan to carry out the advocacy campaign should be included. The paper should include sound statistical and theoretical arguments, as well as a discussion on the consistency of the bill with professional social work values. (10-12 pages).

*Participation in Social Work Advocacy Day at State Capitol/Write up:* Preparation, attendance, and written report of visit to Social Work Advocacy Day, including in-person visit to state legislator.

**Online Class Exercises** **(C1, C3, C5):** On weeks when face to face classes are not held, there will be online activities to be completed in the Canvas platform. These activities will help students synthesize, analyze, and articulate learning of readings and exercises.

**Grading Criteria & Scale**

**A = 900 – 1000   
B = 800 – 899   
C = 700 – 799   
D = 699 – 600**

**F = 599 or below**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Points** | **Percentage** |
| Social Policy Briefs *(2)* (Due Classes 4 and 7 ) | 100 points | 10% |
| Legislative Hearing Analysis (Due Class 11 ) | 100 points | 10% |
| Online Blog, Bill Analysis and Journal | 100 points | 10% |
| Final Project (Due Class 13)  *Final Project Options:* Policy Analysis Pap*e*r or *NASW* Social Work *Advocacy* | 300 points | 30% |
| Online class exercises | 200 | 20% |
| **Short Final Exam – 200 points** | 200 points | 20% |
| **Total:** | **1000 points** | **100%** |

**CLASS SCHEDULE**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topic** | **Readings Completed for Today** | **Due Today** |
| **Week 1**  **Jan 14**  **FACE to FACE** | Introduction to course and review of role of values in social policy | National Association of Social Workers. NASW Code of Ethics. <http://www.socialworkers.org/pubs/code/code.asp>  Perrucci, R and Perrucci, C. (2014). The good society: Core social values, social norms and public policy. Sociological Forum, 29, 245-258.  <https://libproxy.library.unt.edu:9443/login?url=https://www.jstor.org/stable/43653941>  Thyer, B. A. (2010). Social justice: A conservative perspective. Journal of Comparative Social Welfare, 26, 2, 261 – 274.  <https://libproxy.library.unt.edu:9443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=51743074&scope=site> |  |
| **Jan 21 No class MLK Holiday** |  |  |  |
| **Week 2**  **Jan 28** | Frameworks for Policy Analysis | Bowen, E. & Murshid, N.S. (2015). Trauma-informed social policy: A conceptual framework for policy analysis and advocacy. *American Journal of Public Health*, pp. e1- e6.  <https://libproxy.library.unt.edu/login?url=https://search.proquest.com/docview/1765549296?accountid=7113>  Graves, S.M. (2013). Legislating victim offender dialogue: A value-rich policy analysis. *Victims and Offenders*, 8, 357-372.  <https://libproxy.library.unt.edu:9443/login?url=https://doi.org/10.1080/15564886.2013.794752>  Moye, J. & Rinker. (2002). It’s a hard knock life. *Harvard Journal on Legislati*on, 39, 375-394.  <https://libproxy.library.unt.edu:9443/login?url=https://advance.lexis.com/api/document?collection=analytical-materials&id=urn:contentItem:46JP-BK60-00CW-201S-00000-00&context=1516831>. | Blog 1 due  Online Class Exercise |
| **Week 3**  **Feb 4**  **FACE to FACE**  **Meet in Willis Library 136 at UNT** | Social Problem Identification and Social Policy Research | Chambers, D. (2000). Analyzing the social problem background of social policies and social programs. In Social Policy and Programs: A Method for the Practical Public Policy Analyst (pp. 7-30). New York: Macmillan.  *This is available on*  [SOWK 5333 e-reserves](https://iii.library.unt.edu/search/r?SEARCH=sowk+5333). To access the materials students will need to log in with euid + password + a course password. I have assigned the case-sensitive course password:5333s19  Staller, K.M. (2010). Social problem construction and its impact on program and policy responses. In S.B. Kamerman, S. Phipps, & A. Ben-Arieh, From Child Welfare to Child Well-Being. (pp. 151-171). Springer.  Stone, D. (1997). Symbols. In Policy Paradox: The Art of Political Decision Making (pp. 138-162). New York: W.W. Norton & Company. | **Meet in Willis Library 136 at UNT** |
| **Week 4**  **Feb 11** | The Role of Government in Social Welfare Policy | Sullivan, J.V. (2007). *How our laws are made* (100th Congress, House of Representatives, Document 110- 49). Washington, D.C.: U.S. Government Printing Office. [Look at pp. 1-8, 35-36, and 50-52].  Texas Legislative Council (2010). *Guide to Texas legislative information: About the legislative process in Texas*. Accessed at: http://www.tlc.state.tx.us/gtli/legproc/process.html [Follow links on right-hand side].  Center on Budget Policies and Priorities, “Introduction to the Federal Budget Process,” Available at: <http://www.cbpp.org/research/policy-basics-introduction-to-the-federal-budget-process> | Social Policy Brief 1 due  Online Class Exercise |
| **Week 5**  **Feb 18** | Policy Formulation and Implementation | Devins, C. & Kauffman, S. (2012). *Laws of unintended consequences: A warning to policymakers.* http://www.npr.org/sections/13.7/2012/06/18/155278557/laws-of-unintended-consequence-a-warning-to-policymakers    The Diane Rehm Show. (2015, Sept. 16). *Housing discrimination, racial segregation, and poverty in America*. http://thedianerehmshow.org/shows/2015-09-16/housingdiscrimination-racial-segregation-and-poverty-in-america | Blog 2 due  Online Class Exercise |
| **Week 6**  **Feb 25**  **FACE to FACE** | Collective Impact | Kania, J., & Kramer, M. (2011). Collective Impact. *Stanford Social Innovation Review,* *9*(1), 36-41.  Kania, J., Hanleybrown, F., & Juster, J. S. (2014, Fall). Essential mindset shifts for collective impact.*Stanford Social Innovation Review, 12*, S2-S5.  Ryan, M. (2014). Power Dynamics in Collective Impact. *Stanford Social Innovation Review,* *12*(4), S10-S11. | Blog 3 due  Guest Speaker |
| **Week 7**  **March 4** | Advocacy | Amidei, N. (2002). So you want to make a difference?: Advocacy is key. Washington, D.C.: OMBWatch.  *This is available at Willis Library 1 FL Library Services Desk for a 2-hour reserve*  [SOWK 5333 e-reserves](https://iii.library.unt.edu/search/r?SEARCH=sowk+5333). To access the materials students will need to log in with euid + password + a course password. I have assigned the case-sensitive course password:5333s19  Lens, V. (2005). Advocacy and argumentation in the public arena: A guide for social workers. Social Work, 50(3), 231-238.  Queiro Tajalli, I., McNutt, J., & Campbell, C. (2003). International social and economic justice and on-line advocacy. *International Social Work, 46*(2), 149-161.  Sharwell, G.R. (1978).How to Testify Before A Legislative Committee. Reprinted from Toward Human Dignity, John W. Hanks, ed. pp.87-98. National Association of Social Workers, Inc.  *Look under Hanks in e-reserve.*  *This is available on*  [SOWK 5333 e-reserves](https://iii.library.unt.edu/search/r?SEARCH=sowk+5333). To access the materials students will need to log in with euid + password + a course password. I have assigned the case-sensitive course password:5333s19 | Social Policy Brief 2 due  Online Class Exercise |
| **March 7** | NASW Texas Advocacy Day in Austin |  |  |
| **March 11 No class Spring Break** |  |  |  |
| **Week 8**  **March 18**  **FACE to FACE** | Policy Analysis by Topic | Child Welfare  Curtis, C. M., & Denby, R. W. (2004). Impact of the Adoption and Safe Families Act (1997) on families of color: Workers share their thoughts. *Families in Society: The Journal of Contemporary Social Services, 85*, 71-79.  Steen, J. A., & Duran, L. (2013). The impact of foster care privatization on multiple placements. *Children and Youth Services Review, 35*, 1503-1509.  Steen, J. A., & Duran, L. (2014). Entryway into the child protection system: The impacts of child maltreatment reporting policies and reporting system structures. *Child Abuse & Neglect, 38*, 868-874.  Civil Rights  Rosenberg, G. N. (2008). *The hollow hope: Can courts bring about social change?* Chicago, IL: University of Chicago. Chapter 2  Drugs and Alcohol  Meier, K. J. (1994). *The politics of sin: Drugs, alcohol, and public policy.* New York, NY: M.E. Sharpe. Chapters 3, 6, and 7  Fertility Control  McFarlane, D. R., & Meier, K. J. (2001). *The politics of fertility control*. New York, NY: Chatham House Publishers. Chapter 7  *This is available on*  [SOWK 5333 e-reserves](https://iii.library.unt.edu/search/r?SEARCH=sowk+5333). To access the materials students will need to log in with euid + password + a course password. I have assigned the case-sensitive course password:5333s19  Rosenberg, G. N. (2008). *The hollow hope: Can courts bring about social change?* Chicago, IL: University of Chicago. Chapter 6  Healthcare  Robinson, M. K., DeHaven, M. J., & Koch, K. A. (1993). Effect of the Patient Self-Determination Act on patient knowledge and behavior. *Journal of Family Practice, 37*, 363-369.  Sommers, B. D., Baicker, K., & Epstein, A. M. (2012). Mortality and access to care among adults after state Medicaid expansions. *The New England Journal of Medicine, 367*, 1025-1034.  Immigration  Becerra, D., Androff, D., Cimino, A., Wagaman, M. A., & Blanchard, K. N. (2013). The impact of perceived discrimination and immigration policies upon perceptions of quality of life among Latinos in the United States. *Race and Social Problems, 5*, 65-78. |  |
| **Week 9**  **March 25** | The Economics of Policy Analysis | Wheelan, C. (2010). Naked economics: Undressing the dismal science. New York: W.W. Norton & Company, Inc. [WHOLE BOOK] | Blog 4 due  Online Class Exercise |
| **Week 10**  **April 1**  **FACE to FACE** | The Economics of Policy Analysis (Part 2) | Blank, R. (2003). Selecting among anti-poverty policies: Can an economist be both critical and caring? Review of Social Economy, LXI, 4, p. 447-469. |  |
| **Week 11**  **April 8** | Impact Analysis | Byker, C. (Producer), & Wilson, M. (Director). (2005). *The meth epidemic* [Motion picture]. USA: WGBH Educational Foundation. <http://www.pbs.org/wgbh/pages/frontline/meth/>  Robertson, S., & Camerini, M. (Directors). (2000). *Well-founded fear* [Motion picture]. USA: The Epidavros Project, Inc. <http://www.pbs.org/pov/wellfoundedfear/> | Legislative Hearing Analysis Due  Online Class Exercise |
| **Week 12**  **April 15**  **FACE to FACE** | Coalitions | Croteau, D. and Hicks, L. (2003). Coalition framing and the challenge of a consonant frame pyramid: The case of a collaborative response to homelessness. *Social Problems, 50(2),* 251-272.  Kaufman, R. (2002, Jan.). Coalition activity of social change organizations in a public campaign. *Journal of Community Practice, 9*(4), 21-41.  Mizrahi, T. (2001). Complexities of coalition building: Leaders’ successes, strategies, struggles and solutions. *Social Work, 46*(1), 63-78. | Blog 5 due |
| **Week 13**  **April 22**  **FACE to FACE** | Student Presentations |  | Final Project due  Student Presentations |
| **Week 14**  **April 29**  **FACE to FACE** | *Student Presentations* |  | *Student Presentations* |
| **Week 15**  **May 6**  **FACE to FACE** | Final Exam |  |  |
|  |  |  |  |

**\*Readings and assignments adapted from University of Houston School of Social Work (Suzanne Pritzker and Dennis Kao); The Catholic University of America National Catholic School of Social Service; Texas Christian University (Lynn Jackson)**

Bibliography

Bodenheimer, T. S., & Grumbach, K. (2016). Understanding health policy: A clinical approach. McGraw Hill Education, New York, NY.

Chambers, D., & Bonk, J. (2013*). Social policy and social programs: A method for the*

*practice public policy analyst (6th ed.)*. Boston, MA: Pearson.

Edelman, P. (2012) *So rich, so poor: Why it’s so hard to end poverty in America*. New York: The New Press.

Gil, D. G. (2013). *Confronting Oppression and Inequality: Concepts and strategies for social workers.* New York: Columbia University Press.

Gil, D. (1992). *Unraveling Social Policy*. Rochester, VT: Schenkman Books.

Ginsberg, L. (1998). *Conservative social welfare policy: A description and analysis.* Chicago: Nelson-Hall, Inc.

Hayes, K., & Mickelson, J. S. (2009). Affecting change: Social Workers in the political arena (7th Eds.). Pearson, London, UK.

Howlett, M., Ramesh, M., & Perl, A. (2009). *Studying public policy: Policy cycles and policy subsystems*. NY: Oxford.

Lewis, M. & Widerquist (2001). *Economics for social workers: The application of economic theory to social policy and the human services.* New York: Columbia University Press.

Mignon, S. (2016). Child welfare in the United States: Challenges, Policy and Practice. Springer, Berlin, Germany.

Miringoff, M. L. (1999). *The social health of the nation: How is America really doing.* New York : Oxford University Press.

NASW (2012). *Social Work Speaks: Policy statements* (8th Edition).Washington, D.C.: NASW Press.

O'Connor, M.K. & Netting, F.E. (2011). *Analyzing social policy: Multiple perspectives for critically understanding and evaluating policy.* Hoboken, NJ: John Wiley & Sons.

Okun, A.M. (1975). *Equality & Efficiency: The big tradeoff.* Washington, D.C.: The Brookings Institution

Pan, M.L. (2004). *Preparing Literature Reviews: Qualitative and quantitative approaches* (2nd ed.). Glendale, CA: Pyrczak Publishing.

Rome, S.H. (2013). *Social Work and Law: Judicial Policy and Forensic Practice*. Upper Saddle River, NJ: Pearson.

Wheelan, C. (2010). *Naked economics: Undressing the dismal science*. New York: W.W. Norton & Company, Inc.

Recommended Websites:

The rise of global information technology has revolutionized the research process and has changed the nature of social policy analysis and policy practice. The World Wide Web allows organizations to gather policy information quickly and disseminate information to a wide audience. Thus, the task of policy research becomes far easier than was previously possible and students can consult an impressive range of internet resources when exploring policy issues.

Government organizations such as the following provide information and statistics:

Census Bureau [www.census.gov](http://www.census.gov)

General Accounting Office [www.gao.gov](http://www.gao.gov)

U.S. Senate [www.senate.gov](http://www.senate.gov)

U.S. House of Representatives [www.house.gov](http://www.house.gov)

Department of Health and Human Services [www.dhhs.gov](http://www.dhhs.gov)

Administration for Children and Families [www.acf.dhhs.gov](http://www.acf.dhhs.gov)

The Library of Congress houses the Thomas site (http://thomas.loc.gov) that provides on-line copies of all proposed legislation.

Policy organizations such as the following provide substantial amounts of data and analysis:

Brookings Institute [www.brook.edu](http://www.brook.edu)

Rand Corporation [www.rand.org](http://www.rand.org)

Urban Institute ([www.urban.org](http://www.urban.org))

There are also large sites that combine materials from many organizations such as:

Handsnet [www.handsnet.org](http://www.handsnet.org)

Citizens for Tax Justice [www.ctj.org](http://www.ctj.org)

Other websites that may be useful for this course include:

The Economist [www.economist.com](http://www.economist.com)

Government Performance Project [www.gpponline.org](http://www.gpponline.org)

National Conference of State Legislatures www.ncsl.org

The Center on Budget and Policy Priorities [www.cbpp.org](http://www.cbpp.org)

The American Enterprise Institute www.aei.org