



THE CATHOLIC UNIVERSITY OF AMERICA
National Catholic School of Social Service
Washington, DC 20064
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SSS 303
Social Welfare Policy and Services II
(3 credits)
Spring 2009

Instructor: Anthony J. Hill, PhD, LICSW, LCSW, ACSW

I. COURSE PURPOSE

This course is the second part of a two-semester continuum in which foundation knowledge and skills associated with social welfare policy are presented. In this course, students build on the previous policy content that focused on: analysis and critique of the values and principles that shape social welfare policy; the history of social welfare; the development of the social work profession; contemporary developments in child and family welfare; introducing the legislative and budget processes; and building an awareness of international perspectives that shape social welfare paradigms.

The purpose of this course is to continue to expose students to contemporary social policy developments, with a focus this semester on the social safety net, and tax policy. Additionally, they will learn to apply key concepts and a policy analysis framework to analyze social policies, particularly policies affecting vulnerable and displaced populations. Students will also learn key strategies for policy advocacy practice in social work settings, including community organizing.

III. EDUCATIONAL OBJECTIVES

1. To understand the rationale and underlying values which support policy analysis and policy advocacy as core practice areas in generalist social work practice.

2. To appreciate the unique perspective social workers bring to policy analysis, especially as it relates to reducing social stigma and increasing access to and utilization of social welfare services.
3. To gain a beginning understanding of tax policy as the primary funding vehicle for public social welfare programs and to be introduced to methods for assessing the cost of social welfare policy.
4. To learn key terminology used in policy analysis and how to apply this terminology when analyzing social policy.
5. To gain an understanding of one major method used by policy researchers to evaluate a social welfare policy as well as the common components of policy frameworks.
6. To learn about what organizational characteristics are needed for effective policy advocacy in a social service setting.
7. To understand the role of clients as partners in the public policy process with particular emphasis on community organizing as an advocacy strategy.
8. To demonstrate the ability to create a grassroots organizing strategy grounded in the values and experiences of people affected by social policy decisions.
9. To understand the role of coalition building as a key advocacy strategy.
10. To learn the typologies of coalitions, and key considerations and decision-points in the development of coalitions.
11. To demonstrate the ability to critically analyze the dimensions of social policy from a value-critical approach.
12. To demonstrate the ability to pull together key components for an advocacy briefing packet.
13. To develop skills in advocacy practice, including:
 - developing effective advocacy materials;
 - using media effectively;
 - working with elected and appointed government officials;
 - electronic methods of advocacy practice;
 - getting support for advocacy positions, and so on.

III. COURSE REQUIREMENTS

A. Required Texts

Chambers, D. & Wedel, K. (2009). *Social Policy and Social Programs: A Method for the Practical Public Policy Analyst*. (5th ed.). Needham Heights, MA: Allyn & Bacon.

B. Recommended Texts

Avner, M. (2002). *The Lobbying and Advocacy Handbook for Nonprofit Organizations: Shaping Public Policy at the State and Local Level*. St. Paul, MN: Amherst H. Wilder Foundation.

Bobo, K., Kendall, J., and Max, S. (2001). *Organizing for Social Change*. Santa Ana, CA: Seven Locks Press.

Jansson, B. S. (2003). *Becoming An Effective Policy Advocate: From Policy Practice to Social Justice*. (4th ed.). Pacific Grove, CA: Brooks/Cole.

Haynes, K.S., & Mickelson, J.S. (2003). *Affecting Change: Social Workers in the Political Arena* (5th ed.) Boston: Allyn & Bacon

C. Other Recommended Resources and Media

National Catholic School of Social Service <http://ncsss.cua.edu/>

Blackboard (<http://bb.cua.edu>) – Blackboard technology is incorporated into this course. Course information and documents, supplemental readings, website links, and other information are regularly posted on Blackboard. Also discussion topics will be posted throughout the semester. Students are expected to contribute to the scholarly discourse on Blackboard. The student's contribution to Blackboard discussions will be considered when assigning class participation points. Students are encouraged to logon to Blackboard several times per week.

Advocacy

Charity Lobbying for the Public Interest <http://www.clpi.org>

OMB Watch <http://www.ombwatch.org>

National Association of Social Workers <http://www.naswdc.org>

Government

First Government <http://www.firstgov.gov>

Thomas @ Library of congress <http://thomas.loc.gov>

United States Census Bureau <http://www.census.gov>
US House of Representatives <http://www.house.gov>
US Senate <http://senate.gov>
White House <http://www.whitehouse.gov>

Policy Research

Center on Budget and Policy Priorities <http://www.cbpp.org>
Moving Ideas: Electronic Policy Network <http://movingideas.org>
Urban Institute <http://www.urban.org>
Brookings Institution <http://www.brook.edu>
Economic Policy Institute <http://www.epi.org>

D. Course Assignments and Grade Distribution

Assignment 1: Testimony Paper **Due Date: 1/26 - 02/16**

Each student will be required to attend a public hearing at the federal, state, or local level on a social welfare problem or social policy issue. You will be required to critically reflect on the hearing itself, and select the testimony from one witness that you will critique based on the content and style of delivery, using material provided in class. This paper should not exceed five pages. Students may choose a date for submitting their papers. A sign-up sheet will be made available the first day of class.

Assignment 2: Policy Memorandum **Due Date: 02/23**

The Policy Memorandum will prepare you for the policy analysis. According to guidelines handed out in class, students will provide an analysis of the problem that the policy addresses, an analysis of the political landscape relevant to the policy, and a summary of selected social policy. Papers should be 3-5, doubled spaced pages. Detailed instructions will be distributed in class.

Assignment 3: Policy Analysis Group Paper. **Due Date: 05/04**

Working in groups of 4-5, students will select and research a pending bill or recent policy that has been considered in the US Congress or a state legislature (including the DC City Council). The policy analysis will include a problem analysis, a summary of the bill, a political analysis, and an application of an adapted version of the Chambers & Wedel framework for policy analysis to the selected policy. *The selected policy topic should be posted to the designated folder on backboard for approval by the instructor by February 2, 2009.* Detailed instructions will be distributed in class.

Assignment 4: Advocacy Briefing/Briefing Packet **Due Date: 04/20-28**
In their groups, students will be asked to give a 10-15 minute briefing to advocate for their selected policy or policy change. They will select and identify the “target” policy decision-maker, and as a team, craft an advocacy argument to accompany their briefing packet. Briefings can be no longer than 15 minutes per group.

Groups should feel free to make up roles or positions on the advocacy team and to assign roles and talking points for selected team members.

In addition, groups will prepare an advocacy briefing packet for the social policies they are analyzing in their papers. The advocacy packet will be targeted at policy decision-makers. Among the items included in the packet are: a) a cover letter calling for action, describing the issue, and introducing the packet. b) a one-page fact sheet giving context for the issue and recommending action c) background materials on the issue (including recent press-clippings or relevant research articles d) sample petitions or letters of support for issue, e) media strategy, f) methods and instruments used to meaningfully engage constituency affected by the policy g) list of stakeholders to be included in advocacy campaign and h) other persuasive materials. Students will be asked to conduct a mock visit with the policy decision-maker advocating for their selected policy or policy recommendation. *The advocacy packet will be due on the date of the briefing.*

E. Grading Policy

Assignment 1 Testimony Paper	15%
Assignment 2 Policy Memorandum	35%
Assignment 3 Policy Analysis Group Paper	30%
Assignment 4 Advocacy Briefing and Briefing Packet	15%
Attendance and Participation	05%

Grading Scale: 96-100 A; 90-95 A-; 87-89 B+; 83-86 B; 80-82 B-; 77-79 C+; 73-76 C; 70-72 C-; 60-69 D; <60 F

F. Course and Instructor Evaluation

NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at <http://evaluations.cua.edu/evaluations> using your CUA username and password. Additional, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.

G. Attendance and Participation

Students are required to attend classes and are expected to participate meaningfully in class discussions. Attendance will be taken at the

beginning of each class. For each unexcused absence, the grade will be lowered by 2 points. For every two instances of tardiness, the grade will be lowered by 1 point.

H. Guidelines for Assignments

Assignments are due as identified in the syllabus. Late assignments will not be accepted without prior approval from the instructor and may be subject to penalty. Requests for late assignments must be made no less than 24 hours before the assignment is due. *Approval for late assignments will not be granted on the day the assignment is due.*

Written assignments should be typed, double-spaced, in 12-point font and within the page limits identified in the syllabus. Outside scholarly references should be consulted and cited (journal articles, books, book chapters). Students should refrain from overusing Internet citations. Refer to the following article for a listing of scholarly journal articles:

Thyer, B. A. (2005). *A note from the editor: A comprehensive listing of social work journals. Research on Social Work, 15(4)*. 310-311. (Available on Blackboard)

Written assignments should generally be in APA style 5th edition. There should be fewer than 3 typos/grammatical errors.

IV. CLASS EXPECTATIONS

A. Scholastic Expectations

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and should be carefully proof read by the student before submission to the instructor for grading.

B. Academic Honesty

Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and appropriate Program Handbooks.

C. Accommodations

Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.

D. Pedagogy

Constructivism serves as the pedagogical framework for this course. The primary assumption of constructivism is that learners construct their own knowledge by actively participating in the learning process, which is influenced by their prior learning experiences (Bellefeuille, 2006; Brandon, 2004). Learning occurs as individuals solve problems, usually through collaborating with other people (Brandon, 2004). A constructivist instructional design encourages a more open-ended learning experience. That is the instructor provides an experience in which the learners can collaborate and construct knowledge based on prior knowledge and experiences that are relevant to them.

V. ANALYTIC FRAMEWORK

Throughout the course we will examine the historical events through the following analytic framework: Political Economy, Ideology and Social Welfare Policy and Services. The analytic framework will be discussed during first week of class and will be referred to throughout the course. A basic premise of this analytic framework is that an ecological framework exists among the three key concepts. Any significant change or disturbance in one of them will set off a ripple effect throughout the others until a new state of equilibrium is achieved. Thus, this framework shows how the political economy (social conditions) and ideology influence each other and how both influence social welfare policy and services. It also shows how social welfare policy and services in turn influences society's ideology and political economy. The interactive relationship between political economy, ideology and social welfare policy and services becomes clearer when they are examined in different historical contexts.

Class Schedule

Class	Topics and Readings
01/12	<p>Introduction to the Course. The role of social workers in social policy development and advocacy. The unique contribution social workers bring to social policy development. Trends in social service provision that underscore the need for social work policy practice.</p> <p>View video, “Making a Difference: Influencing State Policy.”</p> <p><u>Required Readings</u> Linhorst, D. (2002). Federalism and social justice: Implications for social work. <i>Social Work</i>, 47(3), pp. 201-208.</p> <p>Jansson, B. (2003). <i>Becoming An Effective Policy Advocate</i>. Pacific Grove, CA: Brooks/Cole/Thomson Learning. Chapters 1 & 2, p. 34-66. (Distributed in Class)</p> <p>Figueira-McDonough (1993). Policy Practice: The neglected side of social work intervention. <i>Social Work</i>, 38(2), p. 178-188.</p> <p>Schneider, R. L. & Netting F.E. (1999). Influencing social policy in a time of devolution: Upholding social work’s great tradition. <i>Social Work</i>, 44, p. 349-357.</p> <p><u>Recommended Readings</u> Hardina, D. (1994). Social action and the Canadian social worker: A study in the political economy of the profession. <i>Journal of Community Practice</i>, 1(2), 113-130.</p>
01/19	<p>MLK Holiday – No Class!</p>
01/26	<p>The Policy Cycle, Problem Analysis, and the Policy Environment. Students will be introduced to the policy cycle and how to engage in problem analysis as a precursor to policy development. The key actors engaged in the policy cycle will also be discussed.</p> <p><u>Required Reading</u> Chambers, E. & Wedel, K. (2009). Chapter 1.</p>

Dye, T. (2008). *The Policymaking Process: Decision-Making Activities*. Chapter 3 of *Understanding Public Policy*. Upper Saddle River: Pearson Education:

02/02 **An Introduction to Policy Analysis, Key Terminology Used, Setting Goals and Objectives in Social Policies and Programs.** Key terminology will be defined and discussed in the context of the policy frameworks of Chambers.

Required Reading

Class handout on terminology

Chambers, D. & Wedel, K. (2009). Chapters 2-3

Recommended Reading

Einbinder, S. D. (1995). Policy analysis. In R. L. Edwards, *et al.*, (Eds.), *Encyclopedia of social work*, 19th edition. Washington, DC: NASW Press, Inc., 1849-1855. In CUA electronic reserves.

Lewis, M. (1998). A few contributions of economic theory to social welfare policy analysis. *Journal of Sociology and Social Welfare*, 25(4), p. 145-156.

Assignment Due – Approval of groups and selected policy

02/09 **Policy Analysis: Types of Benefits and Services and Establishing Eligibility Rules** The issues around who should receive benefits, how much should they receive, and how should they receive it will be discussed.

Required Reading

Chambers, D. & Wedel, K. (2009). Chapters 4-5

Recommended Readings

Coulton, C.J., Rosenberg, M.L., & Yankey, J. A. (1981). Scarcity and the rationing of services. *Public Welfare*, 39(3), 15-21.

02/16 **Policy Analysis: Service-Delivery Systems and Program Design.** Mechanisms for implementing social policy on the state and local issues will be discussed.

Required Reading

Chambers, D. & Wedel, K. (2005). Chapter 6

Guo, C. & Acar, M. (2005). Understanding collaboration among nonprofit organizations: Combining resource dependency, institutional, and network perspectives. *Nonprofit and Voluntary Sector Quarterly*, 34, 3, 340-361.

Recommended Reading

Stoez, D. & Colby, I. (2003), Should social services be privatized? In *Controversial Issues in Social Policy* (2nd Ed.) Edited by Karger, H. Midgley, J. & Brown, C. Boston: Allyn and Bacon.

Meyer, J. & Erich, S. (2003), Should the federal government support or fund sectarian social service agencies. In *Controversial Issues in Social Policy* (2nd Ed.) Edited by Karger, H. Midgley, J. & Brown, C. Boston: Allyn and Bacon.

Assignment Due – Last Day for Testimony Critique Paper

02/23

Methods of Financing Social Policy. Alternative vehicles for financing social policy will be discussed. The discussion will briefly discuss interactions among policy elements.

Required Reading

Chambers & Wedel (2009). Chapter 7

Required Reading

Abramovitz, M. (2001). Everyone is still on welfare: The role of redistribution in social policy. *Social Work*, 46(4), pp. 297-308.

Amidei, N. (1991). Tax policy and the public welfare. *Public Welfare*, 49, 2, p. 13-20.

Chambers & Wedel (2009). Chapter 8

Midgeley, J. & Karger, H. (2003), Is the American welfare state compatible with the market economy? In *Controversial Issues in Social Policy* (2nd Ed.) Edited by Karger, H. Midgley, J. & Brown, C. Boston: Allyn and Bacon.

Assignment Due – Policy Memorandum

02/25

Policy Advocacy: Defining Advocacy, Types of Advocacy, Developing an Advocacy Strategy. Students will understand the definition and various types of advocacy practice and a framework for planning an advocacy strategy with an emphasis on meaningfully engaging the “affected population” in planning, developing, and implementing the advocacy strategy.

Required Reading

Bobo, K., Kendall, J., and Max, S. (2001). *Organizing for Social change*. Washington, DC: Seven Locks Press, Chapters 1-4, pp. 2-48.

Malekoff, A. (1999). Pink soap and stall doors. *Families in Society*, 80(3) p. 219-220.

Mickelson, J. (1995). *Encyclopedia of Social Work*. (19th ed). p. 95-100.

Wohl, B. (2000). The power of group work with youth: Creating activists of the future. *Social Work with Groups*, 22(4), 3-13.

Class handouts.

Recommended Reading

O'Donnell, S. (1993). Involving clients in welfare policy-making. *Social Work*, 38(5), 629-635.

Reid, E. (2000). Understanding the word “advocacy”: Context and use. In E. Reid (Ed.), *Structuring the inquiry into advocacy*. Vol. 1, Washington, DC: Urban Institute Press.

Staples, L. (1990). Powerful ideas about empowerment. *Administration in Social Work*, 14(2) 29-42.

03/02

Spring Break!!!!

03/09

Tactics Associated with Advocacy/Organizing Strategies (Part I).

Students will learn about the basic tactics used in carrying out an advocacy strategy, including letter writing, petitioning, visiting policy-decision-makers, holding rallies, and so on. Continued emphasis will be placed on meaningfully including clients or “affected populations” in all aspects of the advocacy tactics.

Neighbor’s Consejo Video

Required Reading

Bobo, K., Kendall, J., and Max, S. (2001). *Organizing for Social Change*. Washington, DC: Seven Locks Press, Chapter 5, pp. 48-61.

Bobo, K., Kendall, J., and Max, S. (2001). *Organizing for Social Change*. Washington, DC: Seven Locks Press, Chapter 7, pp. 71-79

Dear, R. & Patti, R. (1981). Legislative advocacy: Seven effective tactics. *Social Work*, 26, p. 289-296.

Recommended Reading

Keys, C. & Factor, A. (2001). Building community coalitions with people with disabilities and their families: An empowerment approach. *Journal of prevention and intervention in the community*, 21, 2, p. 91-112.

Stuart, P.H. (1999). Linking clients and policy: Social work's distinctive contribution. *Social Work, 44*, 4 pp. 335-347.

- 03/16 **Tactics Associated with Advocacy/Organizing Strategies (Part II).** Students will work in teams to create an advocacy strategy with tactics and present their group work at the end of class.

Required Reading

Review Bobo, Kendall & Max (2001) and notes from classes 7 & 8

- 03/23 **Advocacy & the Internet.** Students will learn about methods for electronic advocacy. Discussion of the Obama Campaign's methods of online organizing will be included.

Required Reading

How the Internet put Barack Obama in the White House. Available at:
<http://www.epolitics.com/2008/11/05/how-the-internet-put-barack-obama-in-the-white-house/>

Bhagat, V. (2005). On-line advocacy: How the internet is transforming the way nonprofits reach, motivate and retain supporters. In T. Hart, J. Greenfield, M. Johnson (Eds.) *Nonprofit internet strategies: Best practices for marketing communications and fundraising success* (pp. 119-134). Hoboken, NJ: Wiley. (On Blackboard)

Recommended Reading

Stanley, J.W. & Weare, C. (2004). Effects of internet use on political participation. *Administration & Society, 26*, 5, 503-527.

- 03/30 **Implications for Organizational Practice.** Students will learn about the characteristics of organizations that support advocacy practice; building blocks for agency-based advocacy practice; and the IRS restrictions associated with lobbying activities.

Required Reading

Donaldson, L.P. (2008). Developing a progressive advocacy program with a human service agency. *Administration in Social Work, 32*(3), 25-47.

Gibelman, M. & Kraft, S. (1996). Advocacy as a core agency program: Planning considerations for voluntary human service agencies. *Administration in Social Work, 20*(4), 43-59.

Recommended Reading

Avner, M. (2002) *The lobbying and advocacy handbook for nonprofit organizations: shaping public policy at the state and local level.* Chapters 1 – 4, pp. 1 – 131.

Rees, S. (1999). Strategic choices for nonprofit advocates. *Nonprofit and Voluntary Sector Quarterly*, 28, 1, 65-73.

Donaldson, L.P. (2007). Advocacy by nonprofit human services agencies: Organizational factors as correlates to advocacy behavior. *Journal of Community Practice*, 15, 3, 139-158.

Gutierrez, L., GlenMaye, L., & DeLois, K. (1995). The organizational context of empowerment practice: Implications for social work administration. *Social Work*, 40(2), 249-258.

Reid, B. (1999). Nonprofit advocacy and political participation. In *Nonprofits and government: Collaboration and conflict*. Ed. By Boris & Steuerle. Washington, DC: Urban Institute Press.

An Analysis of Social Policies and Social Programs Using Basic Concepts and Evaluation Criteria. Students will review an example of social policy and program analysis.

04/06

Required Reading

Chambers & Wedel (2009). Chapter 9

Easter Monday – No Class

04/13

04/20-
04/27 Advocacy briefings with policy decision-makers, advocacy briefing packets due for presenting groups.

05/04 Final Paper Due and Class Review

THE INSTRUCTOR MAY CHANGE THE SYLLABUS AS NEEDED