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; and introducing the legislative and budget processes.

The purpose of this course is to continue to expose students to contemporary social policy developments. Students 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**

B. **Recommended Texts**


C. **Class Attendance and Participation**
   This is a web enhanced course. For in class meetings, students are required to arrive to class on time and prepared to engage in scholarly discussion. Disruptive behavior, including ringing cellular phones, texting, and sidebar conversations, will not be tolerated. The instructor reserves the right to ask students who engage in such behaviors to leave the class as these behaviors compromise the learning environment. For online meetings, students are required to participate in discussion questions on Blackboard prior to the next class.
D. Other Recommended Resources and Media

National Catholic School of Social Service [http://ncsss.cua.edu/]

Blackboard ([http://bb8.cua.edu](http://bb8.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, when needed. Students are required 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 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://moving ideas.org]
Urban Institute [http://www.urban.org]
Brookings Institution [http://www.brook.edu]
Economic Policy Institute [http://www.epi.org]

E. Course Assignments and Grade Distribution

Assignment 1: **Testimony Critique Paper**  
**Due Date:** 02/14

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 to critique. This paper should not exceed five pages. Detailed instructions will be distributed in class.
Assignment 2: Policy Memorandum        Due Date: 02/28

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 Paper       Due Date: 04/04

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. Detailed instructions will be distributed in class.

Assignment 4: Advocacy Briefing/Briefing Packet       Due Date: 04/18

This is a class assignment. Each student will be assigned specific tasks and contribute to preparing the briefing and briefing packet. The class will select and identify the target policy decision-maker, and as a team, craft an advocacy argument to accompany their briefing packet.

In addition, groups will prepare an advocacy briefing packet. 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. Detailed instructions will be distributed in class.
Assignment 5: **Final Exam**  **Due Date: Scheduled Exam Period**

This comprehensive exam and will cover material presented in class and from the readings for the full semester.

F. **Grading Policy**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1 Testimony Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 2 Policy Memorandum</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 3 Policy Analysis Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 4 Advocacy Briefing and Briefing Packet</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 5 Final Exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

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

G. **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](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.

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:


Written assignments should generally be in APA style 6th 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.
Class Schedule

Class | Topics and Readings
------|-------------------------------------------------------------
01/10 | **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. Introduction to the legislative process.

**Required Readings**


**Recommended Readings**

01/17 | **MLK Holiday – No Class!**

01/24 | **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.

**Required Reading**

01/31

**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


**Recommended Reading**


02/07

**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**

**Recommended Readings**

02/14

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

**Required Reading**

Recommended Reading


Assignment Due: Testimony Critique Paper

02/21
Admin Monday Class meets on 02/22

**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**


Chambers & Wedel (2009). Chapter 8


02/28

**An example of Social Policy and Social Program Analysis.** Students will analyze a social welfare policy using the Chambers and Wedel model.

**Required Reading**
Chambers & Wedel (2009). Chapter 9

**Assignment Due: Policy Memorandum**

03/07

**Spring Break. Enjoy your time off!**
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


Class handouts.

Recommended Reading


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


Recommended Reading


03/28 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

04/04 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


Recommended Reading

Assignment Due – Policy Analysis

04/11 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


Recommended Reading


04/18 Assignment Due: Advocacy briefings with policy decision-makers and advocacy briefing packets

04/25 Easter Monday – No Class

Final Exam during scheduled examination period
## SEMESTER AT A GLANCE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/10</td>
<td>Introduction to Course</td>
<td></td>
</tr>
<tr>
<td>01/17</td>
<td>MLK Holiday – No Class</td>
<td></td>
</tr>
<tr>
<td>01/24</td>
<td>The Policy Cycle, Problem Analysis, and the Policy Environment</td>
<td></td>
</tr>
<tr>
<td>01/31</td>
<td>An Introduction to Policy Analysis, Key Terminology Used, Setting Goals and Objectives in Social Policies and Programs</td>
<td></td>
</tr>
<tr>
<td>02/07</td>
<td>Policy Analysis: Types of Benefits and Services, Establishing Eligibility Rules</td>
<td></td>
</tr>
<tr>
<td>02/14</td>
<td>Policy Analysis: Service-Delivery Systems and Program Design</td>
<td>Testimony Critique</td>
</tr>
<tr>
<td>02/21</td>
<td>Methods of Financing Social Policy</td>
<td></td>
</tr>
<tr>
<td>02/22</td>
<td>Admin Mon. Class meets 02/22</td>
<td></td>
</tr>
<tr>
<td>02/28</td>
<td>An example of Social Policy and Social Program Analysis</td>
<td>Policy Memorandum</td>
</tr>
<tr>
<td>03/07</td>
<td>Spring Break – No Class</td>
<td></td>
</tr>
<tr>
<td>03/21</td>
<td>Tactics Associated with Advocacy/Organizing Strategies (Part I)</td>
<td></td>
</tr>
<tr>
<td>03/28</td>
<td>Tactics Associated with Advocacy/Organizing Strategies (Part II)</td>
<td></td>
</tr>
<tr>
<td>04/04</td>
<td>Advocacy and the Internet</td>
<td>Policy Analysis</td>
</tr>
<tr>
<td>04/11</td>
<td>Implications for Organizational Practice</td>
<td></td>
</tr>
<tr>
<td>04/18</td>
<td>Advocacy Briefings and Briefing Packets</td>
<td>Advocacy Briefings and Briefing Packets</td>
</tr>
<tr>
<td>04/26</td>
<td>Easter Monday – No Class</td>
<td></td>
</tr>
<tr>
<td>Exam Week</td>
<td>Final Exam</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

THE INSTRUCTOR MAY CHANGE THE SYLLABUS AS NEEDED