SSS 582
Social Welfare Policy and Services II
(3 credits)

_Instructor:_ Ruth White, MSSA

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I. COURSE PURPOSE

This course is the second of two policy courses in which foundation knowledge and skills associated with social welfare policy practice 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 policy; an overview of the legislative and budget processes.

The purpose of this course is twofold: 1) to teach students how to critically analyze social policies using a value-critical framework that promotes economic and social justice especially for diverse and historically underserved and vulnerable populations, and 2) to impart essential policy advocacy strategies and tactics to advance social policy change with particular emphasis on meaningfully engaging/including clients, consumers, and other vulnerable constituents in all aspects of the process.
## II. COMPETENCIES AND PRACTICE BEHAVIORS

Practice behaviors that are covered this class are indicated by **bold**. Practice behaviors that are not covered in this class are indicated by grey.

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>CSWE Suggested Practice Behaviors</th>
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<tbody>
<tr>
<td>Identify as a professional social worker and conduct oneself accordingly.</td>
<td>1.1 <strong>advocate for client access to the services of social work</strong>&lt;br&gt;1.2 practice personal reflection and self-correction to assure continual professional development&lt;br&gt;1.3 attend to professional roles and boundaries&lt;br&gt;<strong>1.4 demonstrate professional demeanor in behavior, appearance, and communication</strong>&lt;br&gt;1.5 engage in career-long learning&lt;br&gt;1.6 use supervision and consultation</td>
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<td>Apply social work ethical principles to guide professional practice.</td>
<td>2.1 recognize and manage personal values in a way that allows professional values to guide practice&lt;br&gt;2.2 make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles&lt;br&gt;2.3 tolerate ambiguity in resolving ethical conflicts&lt;br&gt;2.4 apply strategies of ethical reasoning to arrive at principled decisions</td>
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<td>Apply critical thinking to inform and communicate professional judgments.</td>
<td>3.1 distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom&lt;br&gt;3.2 analyze models of assessment, prevention, intervention, and evaluation&lt;br&gt;<strong>3.3 demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</strong></td>
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<td>Engage diversity and difference in practice.</td>
<td>4.1 recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power&lt;br&gt;4.2 gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups&lt;br&gt;4.3 recognize and communicate their understanding of the importance of</td>
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<td>Engage in research-informed practice and practice-informed research.</td>
<td>6.1 use practice experience to inform scientific inquiry</td>
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<td>Apply knowledge of human behavior and the social environment.</td>
<td>7.1 utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation</td>
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<td>Engage in policy practice to advance social and economic well-being and to deliver effective social work services</td>
<td>8.1 analyze, formulate, and advocate for policies that advance social well-being</td>
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<td>Respond to contexts that shape practice.</td>
<td>9.1 continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services</td>
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<td>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</td>
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<tr>
<td>Engage</td>
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<tr>
<td>10.1.1 subststantively and affectively prepare for action with individuals, families, groups, organizations, and communities; and</td>
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<td>10.1.2 use empathy and other interpersonal skills; and</td>
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<td>10.1.3 develop a mutually agreed-on focus of work and desired outcomes.</td>
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<td>Assessment</td>
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<td>10.2.1 collect, organize, and interpret client data;</td>
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<td>10.2.2 assess client strengths and limitations; and</td>
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<td>10.2.3 develop mutually agreed-on intervention goals and objectives; and</td>
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<td>10.2.4 select appropriate intervention strategies.</td>
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<tr>
<td>Intervention</td>
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<td>10.3.1 initiate actions to achieve organizational goals;</td>
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<td>10.3.2 implement prevention interventions that enhance client capacities;</td>
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<td>10.3.3 help clients resolve problems;</td>
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<td>10.3.4 negotiate, mediate, and advocate for clients; and</td>
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<td>10.3.5 facilitate transitions and endings.</td>
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<tr>
<td>Evaluation</td>
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<td>10.4.1 social workers critically analyze, monitor, and evaluate interventions.</td>
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III. FURTHER EDUCATIONAL OBJECTIVES

Upon completion of this course, students will be able to:

1. To appreciate the unique perspective social workers bring to policy analysis and policy advocacy, especially as it relates to reducing social stigma and increasing access to and utilization of social welfare services to promote economic and social justice.

2. To understand the role of clients as partners in the public policy process.

3. To demonstrate the ability to create an advocacy strategy grounded in the values and experiences of the diversity of people affected by social policy decisions.

4. To demonstrate the ability to critically analyze the dimensions of social policy from a value-critical approach.

5. To demonstrate the ability to pull together key components for an advocacy briefing packet.

6. To develop and demonstrate skills in advocacy practice, including:

   • developing effective advocacy materials;
   • using media effectively;
   • working with elected and appointed government officials; and
   • giving an advocacy briefing.

IV. COURSE REQUIREMENTS

A. Required Texts and Readings:


   ISBN-10: 0-9842752-1-5

B. Recommended Readings


C. **Other Recommended Resources and Media:**

**Catholic Social Teaching**


**Advocacy/Policy**

- Charity Lobbying for the Public Interest [http://www.clpi.org](http://www.clpi.org)
- The Heritage Foundation [www.heritage.org](http://www.heritage.org)

**Government**

- United States Census Bureau [http://www.census.gov](http://www.census.gov)
- US Senate [http://senate.gov](http://senate.gov)
- White House [http://www.whitehouse.gov](http://www.whitehouse.gov)

**Policy Research**

- Center on Budget and Policy Priorities [http://www.cbpp.org](http://www.cbpp.org)
- Urban Institute [http://www.urban.org](http://www.urban.org)
- Brookings Institution [http://www.brook.edu](http://www.brook.edu)
- Economic Policy Institute [http://www.epi.org](http://www.epi.org)
- American Enterprise Institute [www.aei.org](http://www.aei.org)
D. **Course Assignments:**

**Class Participation [20% of grade].** Students are expected to attend class and actively participate in class discussions.

**Policy Analysis Module [40% of Grade]:** Students will select and research a pending bill or recent piece of legislation (or section of legislation) that has been considered in the U.S. 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 and Bonk framework for policy analysis to the selected policy. Due dates for the policy analysis module are:

1. **Statement of Policy Selection:** Each student will submit a brief typed statement (1 paragraph maximum) identifying and describing the policy you will examine. (5%). **Due: Tuesday, July 5, 2016.**

2. **Policy Analysis:** Following the guidelines distributed in class, each student will analyze their selected policy according to an adapted version of the Chambers and Bonk framework for analyzing a social policy. (95%). **Due: Thursday, July 14, 2016.**

**Policy Advocacy Module [40% of Grade]:** Students will work in teams of 3-4 to complete the advocacy assignments. Students will design a campaign to address one of the policies they are doing for their policy analysis or they may select a different focus for the campaign altogether. The advocacy assignment will include three components to demonstrate competency in 1) preparing an advocacy briefing packet, 2) developing a concrete action plan that meaningfully engages consumers, and 3) giving a persuasive advocacy briefing to policy decision-makers. Due dates for the Policy Advocacy Module are:

1. **Statement of Advocacy Goal (5% of grade):** Each group will submit a brief (less than 1 page) typed statement identifying and describing 1) the issue that is the focus of their advocacy campaign 2) the SMART goal of their advocacy campaign, and 3) primary target of the campaign. Please submit these via e-mail to the instructor. **Due: Tuesday July 19, 2016.**

2. **Advocacy Strategy Paper (40% of grade):** Students will design an advocacy campaign to advance the advocacy goal of the selected issue. **Due: Tuesday August 2, 2016.**

3. **Advocacy Briefing (25% of grade):** In their group, students will be asked to give a 15-minute briefing to advocate for their selected policy or policy change. They will select and identify the “target” policy decision-maker(s), and as a team, craft an advocacy argument to accompany their briefing packet. Briefings can be no longer than 15 minutes per group. There will be a question and
answer period after each briefing. **The advocacy briefings will occur Tuesday August 2 and Thursday August 4, 2016.**

Advocacy 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. Team members will have a period of time to respond to the questions.

4. **Advocacy Briefing Packet (30%)**: In their groups, students will prepare an advocacy briefing packet targeted at persuading and informing policy-decision makers regarding their selected advocacy goal. **The briefing packet should be submitted on the day of the group’s briefing.**

**Weight of Assignments**

<table>
<thead>
<tr>
<th>Attendance and Class Participation</th>
<th>20%</th>
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<tbody>
<tr>
<td>Policy Module</td>
<td>40%</td>
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<tr>
<td>Assignment 1: Statement of Policy Selection (5%)</td>
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<tr>
<td>Assignment 2: Policy Analysis (95%)</td>
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<tr>
<td>Policy Advocacy Module</td>
<td>40%</td>
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<tr>
<td>Assignment 3: Statement of Advocacy Goal (5%)</td>
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<td>Assignment 4: Advocacy Paper (40%)</td>
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<td>Assignment 5: Briefing (25%)</td>
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<td>Assignment 6: Briefing Packet (30%)</td>
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**E. Grading Policy**: The university grading system will be utilized (see policy in bulletin). The grade will be based upon the extent to which the student meets the course objectives as demonstrated by class participation and the two NCSSS required papers.

**F. Attendance and Participation**

1. Students are expected to attend all class sessions, to arrive at classes on time, and to conduct themselves in an ethical and scholarly fashion. In the event that it is necessary for a participant to miss a class session or come late, s/he is expected to notify the instructor in advance. Students are responsible for obtaining any class notes or other materials distributed when they are absent. Unexcused or multiple absences may result in a reduction of the final grade.

2. The use of laptops or other devices should be used in such a manner that they do not disturb or distract other students. Recording devices should only be used with the permission of the instructor and should be turned off at the request of the instructor or class participants when requested in the event that personal or confidential information is being discussed.

3. Students are expected to read all required readings for each class session and be prepared
to participate in classroom discussions and exercises.

4. The course combines the formats of didactic lectures and participatory seminars. Students and the instructor will endeavor to draw on their own experience including professional practice experience, relevant literature and analytic thinking about the course content. Each student is expected to participate actively in class discussions and to come prepared to share current knowledge, ideas, and relevant experiences as appropriate. Students and the instructor will view each other as resource persons.

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 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 special requests. These evaluations will serve as a basis for ongoing course revisions.

V. CLASS EXPECTATIONS

Scholastic Expectations:

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

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.

Accommodations:

Students with physical, learning, psychological or other challenges wishing to request accommodations must identify themselves with the Disability Support Services (DSS) and submit documentation of a disability. Once you have documented a disability, DSS will establish whether any accommodations or academic adjustments are required. If so, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.
CLASS SCHEDULE

Class TOPIC AND READINGS

June 2 COURSE INTRODUCTION
The class will discuss the role of social workers in social policy development and advocacy, considering the unique contribution social workers bring to social policy development. The role of social work values in social work policy practice will be discussed. Students will consider trends in social service provision that underscore the need for social work policy practice (e.g., devolution, privatization, faith-based initiatives).

Required Reading


- Chapter 1: Joining a tradition of social reform
- Chapter 2: Articulating four rationales for participating in policy advocacy


Recommended Reading


June 30 INTRODUCTION TO THE POLICY ANALYSIS AND SETTING GOALS IN THE POLICY ANALYSIS PROCESS
Students will review the policy cycle and how to engage in problem analysis as a precursor to policy analysis. Students will be introduced to policy analysis as a practice method and given an overview of Chambers and Bonk policy analysis model. Students will learn specifically about how to identify and articulate goals and objectives in the policy analysis process.

Required Reading

Chambers & Bonk (2013) Chapters 1-3
July 5  POLICY ANALYSIS: TYPES OF BENEFITS AND SERVICES, ELIGIBILITY RULES
The analysis of policy goals and objectives in social programs and policies will be discussed.

Required Reading
Chambers & Bonk (2013) Chapter 4-5

Kissane, R. J. (2012). Poor women's moral economies of nonprofit social service use: Conspicuous constraint and empowerment in the hollow state. *Sociological Perspectives, 55*(1), 189-211.

Recommended Reading


July 7  POLICY ANALYSIS: SERVICE DELIVERY SYSTEMS AND FINANCE
The analysis of service delivery systems and social policy and program design will be discussed.

Required Reading
Chambers & Bonk (2013) Chapter 6-7

Recommended Reading

July 14  POLICY ADVOCACY: DEFINING ADVOCACY, TYPES OF ADVOCACY, DEVELOPING AN ADVOCACY STRATEGY, VALUING THE VOICES OF THE PEOPLE WE SERVE
Students will understand the definition and various types of advocacy practice and learn 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


Recommended Reading


July 19  TACTICS ASSOCIATED WITH ADVOCACY/ORGANIZING STRATEGIES (PART I)
Students will learn about the basic tactics used in carrying out an advocacy strategy, including online organizing, letter writing, petitioning, visiting policy-decision-makers, holding rallies, and so on. Continued emphasis will be placed on meaningfully including clients or the “affected population” in all aspects of the advocacy tactics.

Required Reading


July 21  TAPPING THE INTERNET: SOCIAL MEDIA ADVOCACY.
Students will consider methods of electronic advocacy.

Required Reading
Bobo, Kendall & Max (2010) Chapters 9 and 15

Recommended Reading


July 26  
**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


July 27  
**GROUP WORK ON ADVOCACY ASSIGNMENT**

NO ASSIGNED READINGS

August 2  
**ADVOCACY BRIEFINGS**

NO ASSIGNED READINGS

August 4  
**ADVOCACY BRIEFINGS**

NO ASSIGNED READINGS