I. COURSE PURPOSE

SSS 831 is offered to advanced curriculum students and builds on knowledge and skills gained in the foundation year in the following areas: the values and roots of the social work profession; the history of social welfare; contemporary social welfare policy; policy analysis; and policy advocacy. In addition, it is intended to complement course work in community development, social planning, research, ethics, evaluation, and nonprofit management. Building on this background knowledge, the course is designed to enable students to identify, apply, and critique the political, moral, and economic philosophies underlying social welfare policies. The role of the social worker as policy analyst and advocate is placed in the perspective of the emerging field of policy analysis wherein practitioners from a variety of disciplines compete for the attention of policy makers in order to influence decision outcomes. Emphasis is placed on student understanding of the salient situational factors (including employment in public, private/corporate, and non-profit settings), professional identity, value commitments, etc. that influence how a policy analysis is conceived and executed.

The course addresses the competing political and moral philosophical arguments underlying social policy decision-making, the cultural settings that influence policy analysis, American democracy and the fragmentation of consensus, and the on-going devolution of public policy decision-making to the state and local government levels. The course also gives particular attention to developing social work understanding of economic concepts, particularly the role of the ‘market’ in helping to understand social policy decision-making. Within a social, political and economic context, students will better understand the structure and functions of policy argumentation to deepen their analytic and advocacy capacity.
II. COMPETENCIES AND PRACTICE BEHAVIORS

The Council on Social Work Education (CSWE), requires that students meet 10 core competencies, which are operationalized as practice behaviors. Each course is designed to cover one or more of the ten core competencies and each course is also designed to cover some, but not all of the practice behaviors within a competency. Upon completion of this course, students will be able to demonstrate the following practice behaviors within the noted competencies:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Combined Practice Behaviors</th>
<th>Social Change Practice Behavior</th>
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</thead>
<tbody>
<tr>
<td>Professional Identity:</td>
<td>Identify as a professional social worker &amp; conduct self accordingly</td>
<td>Social workers demonstrate professional use of self across all practice settings.</td>
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<tr>
<td></td>
<td>Social workers demonstrate professional use of self across all practice settings.</td>
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</tr>
<tr>
<td>Ethical Practice:</td>
<td>Apply social work ethical principles to guide advanced practice.</td>
<td>Social workers recognize and manage personal biases in practice settings.</td>
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<tr>
<td></td>
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<tr>
<td>Critical Thinking:</td>
<td>Apply critical thinking to inform and communicate professional judgments.</td>
<td>Social workers evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations.</td>
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<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>Diversity in Practice:</td>
<td>Engage diversity and demonstrate awareness of the complexities regarding identity differences and how they impact practice.</td>
<td>Social workers use their self-awareness to understand the influence of their personal biases and values in working with others.</td>
</tr>
<tr>
<td></td>
<td>Social workers use their self-awareness to understand the influence of their personal biases and values in working with others.</td>
<td></td>
</tr>
<tr>
<td>Human Rights &amp; Justice:</td>
<td>Advance human rights through understanding how social and economic justice factors impact practice.</td>
<td>Social workers practice with the understanding that societal structures and values may oppress, marginalize, and alienate, or create, enhance, and privilege different cultural groups within a society.</td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>Policy Practice</td>
<td>Advocate with and inform administrators and legislators to influence policies that affect clients and services.</td>
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<tr>
<td>-----------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>Practice Contexts</td>
<td>Social workers assess the current political, economic, social, and cultural climate as it affects the most vulnerable members of society.</td>
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</tr>
</tbody>
</table>

### III. ADDITIONAL EDUCATIONAL OBJECTIVES

1. To understand the role and function of policy analysis in the policy-making process and its impact on social welfare programs in which social workers are most actively involved.

2. To understand the classic economic and philosophical perspectives which inform the policy analysis process, the policy variables, and the ultimate policy choices that are encompassed by these theories and approaches.

3. To understand the determinants of the public social policy process, including agenda-setting and policy subsystem engagement.

### IV. COURSE REQUIREMENTS

A. **Required Texts**


B. **Recommended Texts**


C. **Other Recommended Resources and Media**


D. 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 Census Bureau (www.census.gov), the General Accounting Office (www.gao.gov), the U.S. Senate (www.senate.gov), the U.S. House of Representatives (www.house.gov), the Department of Health and Human Services (www.dhhs.gov) and the Administration for Children and Families (www.acf.dhhs.gov) provide information and statistics. Policy organizations, such as the Brookings Institute (www.brook.edu), the Rand Corporation (www.rand.org), and the Urban Institute (www.urban.org) provide substantial amounts of data and analysis on-line. There are also large sites that combine materials from many organizations such as the Electronic Policy Network (www.epn.org) and Handsnet (www.handsnet.org), and Citizens for Tax Justice (www.ctj.org). The Library of Congress houses the Thomas site (http://thomas.loc.gov) that provides on-line copies of all proposed legislation. Religious groups such as the World Council of Churches (www.worldcouncilofchurches.org) and the United States Catholic Bishops (www.uscatholicbishops.org) are active in the policy advocacy community and make their positions available through their websites. Other websites that may be useful for this course include: The Economist (www.economist.com); Government Performance Project (www.gpponline.org); National
Conference of State Legislatures (www.ncsl.org); the Center on Budget and Policy Priorities (www.cbpp.org); and the American Enterprise Institute (www.aei.org). Students are expected to consult the above sources regularly on topics of relevance to the course and to their particular policy interests.

E. Course Assignments

Students will complete five formal assignments as part of the course. Three 4-5 page papers on ONE social policy will be due as noted below. The three papers will aid the student in fully developing and analyzing a social policy of interest to them. The final paper (16-20 pages in length) will reflect feedback and corrections/edits from the first three papers, plus a section on advocating and implementing a change in the policy and/or its implementation, according to analytical findings. Additional guidelines will be provided in class.

Students are expected to prepare one type-written question on a weekly basis from the assigned readings or a professional media source for discussion in class. This exercise is most beneficial if students relate the readings to current social policy happenings (news sources), social work field practice, or social work history. This activity is included as part of the attendance and participation grade.

F. Grading Policy and Weights of Assignments

Grades will be based on the CUA Grading Policy as described in the Graduate Announcements. Full credit will not be given for assignments that are submitted late. No credit will be given for assignments submitted after they have been reviewed in class. The following provides weights for the various course assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Policy Description Paper</td>
<td>Class 4</td>
<td>15%</td>
</tr>
<tr>
<td>Literature Review</td>
<td>Class 8</td>
<td>15%</td>
</tr>
<tr>
<td>Rights, Economic, and Political Assessment Paper</td>
<td>Class 11</td>
<td>15%</td>
</tr>
<tr>
<td>Final Policy Analysis Presentation</td>
<td>Classes 12 – 14</td>
<td>15%</td>
</tr>
<tr>
<td>Final Policy Analysis Paper</td>
<td>Class 14</td>
<td>20%</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td></td>
<td>20%</td>
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</tbody>
</table>
Grading System

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numeric Range</th>
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<tbody>
<tr>
<td>A</td>
<td>95 – 100</td>
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<tr>
<td>A-</td>
<td>90 – 94</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89</td>
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<tr>
<td>B</td>
<td>83 – 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82</td>
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<tr>
<td>C</td>
<td>70 - 79</td>
</tr>
<tr>
<td>F</td>
<td>0 - 69</td>
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</tbody>
</table>

G. Preparation, Attendance & Participation
Students are required to attend classes and are expected to participate meaningfully in class discussion/exercises and online forums as required. The class participation grade will be determined by the instructor’s perception of the student’s preparation for and contributions to class discussion/activities. Different students will make different kinds of contributions. Some will have an easy time with spontaneous interactions while others will be more comfortable making planned statements about key ideas from the readings or other sources. Both types of contributions are valued. Students are required to thoughtfully post in the discussion forum at least 3 times for each weeks a discussion forum is required.

H. 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.

V. CLASS EXPECTATIONS

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements (http://ncsss.cua.edu/courses/index.cfm), including scholastic and behavioral requirements.

NCSSS is committed to creating an open and inclusive learning environment where all members - including students, faculty, administrators, and staff – strive to listen to and learn from one another. We recognize that in a multicultural society, it is inevitable that issues or tensions relative to diversity and different life experiences will arise. It is how we handle these events that matters. Therefore, when such issues occur – inside or outside of the classroom - we agree to engage in respectful and productive discussion with one another until learning is enhanced and understanding is deepened by all involved.

A. Scholastic Expectations
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. Behavioral Requirements:
Students are expected to maintain accepted standards of professional conduct and personal integrity in the classroom. Students should:

- Attend all classes and contribute constructively to the classroom culture,
- Recognize and avoid behavior that jeopardizes the learning/teaching environment of other students or the instructor,
- Demonstrate competence in planning academic activities and in following through on those plans,
- Reasonably respond to and respect others’ reactions to one’s comments or actions in the classroom,
- Use an appropriate level of class time and instructor’s time and attention in and out of class, and
- Behave in a manner that is consistent with the ethical principles of the social work profession.

C. 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 (http://graduatestudies.cua.edu/currentstudents/academintgrt.cfm) and appropriate Program Handbooks.

D. Confidentiality
Each student is expected to adhere to the Confidentiality Agreement that is signed at the beginning of every semester. This agreement covers “practice materials” in classes, supervisory sessions, case conferences, seminars, and other educational settings within the NCSSS BSW or MSW programs are for professional learning purposes only and are subject to strict professional standards of confidentiality. These same standards of confidentiality also extend to various forms of written communication and peer consultation.

Adherence to these standards means all students refrain from communicating beyond the classroom setting about practice material that is presented in class. I will also refrain from using social media outlets (blogs, twitter, Facebook, etc.) or email to discuss practice settings, program responsibilities and projects with individuals who are not in teaching or supervision roles directly related to the situation.

E. 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, you much present that documentation to your instructors and arrange a meeting with as soon as possible to discuss these accommodations.
F. Use of Electronic Devices Please turn off all cell phones or other devices that would disrupt the learning environment of the classroom and put them away and removed from the classroom environment.
# Class Schedule

<table>
<thead>
<tr>
<th>Class</th>
<th>Topics and Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Introduction and Overview of the Course, and Policy Models</strong>&lt;br&gt;This first session will give students an overview of the course and reintroduce students to the values in social work policy analysis. The nature of social policy, its role as a philosophical concept, process, product, and framework for action will be discussed. Students will also review the stages of the policy cycle and the role of actors and institutions in the policy subsystem.</td>
</tr>
</tbody>
</table>


2 The Policy Universe: Actors, Institutions, and the Policy Agenda- Setting Process
Students will understand the major actors and institutions in the policy universe and how they interact throughout the policy life-cycle. Greater attention to the role of the Policy Universe in the agenda-setting process will be the springboard for understanding its role in other stages of the policy cycle.

Required Readings


Recommended Readings


3 Gil’s Conceptual Model of Social Policies: Students will discuss Gil’s conceptual model of social policies as a framework for understanding the underlying motivations for social policy choices, the five core institutional systems or processes used to carry out social policy functions and evaluative criteria by which to measure outcomes for social policy.

Required Readings


Six Theories about How Policy Change Happens.

4  **Human Rights as a Frame for Policy Practice:** Students will understand the definition of human rights, their origin, and understand how human rights concepts can be used to evaluate social policy.

**Required Readings**


*Assignment 1 *Social Policy Description Due.

5  **Introduction to the Role of Government in Social Welfare Policy**

**Required Readings**

Available:


6 **Political Philosophies Underlying Social Policy Analysis**
Students will review and discuss competing political philosophies toward the role of government in the provision of social welfare.

**Required Readings**


**Recommended Reading**
Additional readings on classic theorists mentioned in the Reamer text and their ideas can be found online in the Encyclopedia of Philosophy, [www.iep.utm.edu/](http://www.iep.utm.edu/).

7 **Emerging Social Policy Trends**
Students will learn and discuss trending ideas in social policy including Social Impact Bonds, Big Data, Coordinated Assessment and apply Gil’s Framework to these emerging trends to understand how these trends impact social work and the people served by the profession.


The Economics of Public Policy Analysis (Part 1)
An introduction to understanding the role of economics in social policy, including an overview of Keynesian economics vs. classical economics.

Required Readings:


Recommended Readings –
Students should find an article to share in class that demonstrates the course content. Selected articles also may be distributed by the instructor

Assignment 2 – Literature Review Due Today

The Economics of Public Policy Analysis (Part 2)
Students will continue learning about key economic concepts, particularly market failures and government intervention and the economics of poverty.

Required Readings:


The Economics of Public Policy Analysis (Part 3) In concluding the economics of public policy analysis, we will examine different ways to resolve some policy disagreements and opportunities within the market economy.

Required Readings:

Recommended Readings:

Assignment 3 Due
11 Advocacy: Making a Change

Required Reading


12 Student Presentations (time range of 10-15 minutes per student including Q and A)

13 Student Presentations (time range of 10-15 minutes per student including Q and A)

14 Student Presentations (time range of 10-15 minutes per student including Q and A) and Evaluation of Course
SSS 831 Advanced Social Policy Analysis
Assignment #1
Social Policy Description Paper

In this first part of the multifaceted policy analysis, students are asked to identify a social problem that is of concern to the social work profession and select a social policy that has been enacted to respond to the identified problem. The first part of the paper is an overview of the policy following the Chambers and Wedel (2005) model of policy analysis. The paper should be 4-5 pages in length. APA style is a must. Wikipedia may not be used as a reference. Grammar and editing will be assessed as part of the grade. Exceeding 5 pages will count against your grade (title page, abstract, and reference page do not count towards page length).

A. **Introduction** (one page maximum)
   1. Identify the social problem under study and explain why it is a social work concern.
   2. Identify a social policy that has been implemented to respond to your selected social problem.
   3. Find and cite the legislation (federal, state or local).

B. **Identify one or two Goals and Objectives of your selected social policy.**
   Do the goals and objectives seem to be a logical response to the identified social problem? Explain.

C. **Identify one or two of the policy’s Benefits and Services designed to meet the policy’s goals and objectives selected above.** Assess if the benefits and services are adequate to meet the identified goals and objectives.

D. **Describe each of the following as appropriate to the policy under study:**
   1. **Eligibility Criteria for your selected benefit or service.** Assess if the eligibility criteria target the population that needs the benefit and services.

   2. **Describe the Service Delivery of the benefits and services.**
   Assess if the delivery mechanism make sense in light of the goals and objectives, benefits and services and eligibility criteria.

   **Describe the Financing of the social policy.** Cite the level of appropriation. Assess the adequacy of the financing.

E. **Describe the development of your social policy using Kingdon’s (1984) model of Agenda Setting. This should include:**
   1. Describe the Problem Stream of your social policy.
   2. Describe the Policy Stream of your social policy.
   3. Describe the Political Stream of your social policy.
   4. Describe the Policy Windows that have affected your social policy.

**Grading Criteria for Assignment #1**
A. Organization of Paper and Clarity of Writing Style (30 points)
   - Ability to address assignment in an organized, logical, clear manner
     **Use Headings and sub-headings.**
   - Correct grammar, spelling, sentence and paragraph construction
   - Proper citation of references
   - Appropriate use of professional literature (at least two minimum) (10 point).

B. Quality of Analysis: demonstrates insight and critical thinking (60 points)
   - Ability to identify a social problem of concern to the social work profession (20 points).and to properly locate and cite a social policy enacted in response to the identified social problem
   - Ability to complete an analysis of the policy as stated in B-F above (20 points)

Date Approved: August 2006
Date Revised: November 2014
• Ability to analyze the development of the policy using the Kingdon model (20 points)

SSS 831 Advanced Social Policy Analysis
Assignment #2
Investigating the Policy and Assembling Evidence

Students will complete a 4-5 page paper that examines the professional knowledge base of their selected social policy issue. The purpose of the assignment is to allow students to learn what is already known about their issue. A literature review should include both theoretical and empirical literature. Theoretical literature, in general, is any professional writing on an issue that does not include actual empirical research. This may include position statements, reviews of prior analyses and advocacy pieces. Empirical literature reports the findings from research. A minimum of five pieces of literature is required.

Students should aim for the most current data. Current usually is defined as within the past 5 years. Students are strongly encouraged to review the social work literature (for obvious reasons) through Social Work Abstracts. It is highly likely that someone in the social work, or a closely associated profession, has written on the issue. Peer-reviewed journals should be a primary source of material. On-line information is acceptable as long as it is from reputable websites (NO Wikipedia). APA style is a must and will count towards grading (www.apastyle.org). Grammar and editing also will be assessed.

For this assignment, students “report” on their selected articles describing detail where possible within the limits of a five page maximum paper. This information become crucial in later papers when students begin to summarize findings and present evidence to maintain or change policy. Learning what information to capture and how to report it is one objective of this assignment. Students should expect that they will continue to uncover new information and add to their literature reviews as they complete the final assignment.

Grading Criteria for Assignment # 2

A. Organization of Paper and Clarity of Writing Style (30 points)
   • Ability to address assignment in an organized, logical, clear manner (Use Headings and sub-heading)
   • Correct grammar, spelling, sentence and paragraph construction
   • Proper use of APA style.

B. Quality of Literature Review (80 points)
   • Ability to locate current professional literature (20)
   • Ability to explain the literature findings (the “reporting on” part (20)
   • Ability to assess the literature (is one topic or area repeatedly covered; did you notice any gaps in the literature, or is it well covered? (20)
   • Ability to apply the literature to the selected social policy and problem (20)
Assignment #3 begins the process of analyzing the political, moral and economic philosophies, as well as the human rights aspects that may inform your selected policy, as currently structured. Students are encouraged to select one aspect of the Chambers and Wedel (2005) policy analysis model (Benefits & Services, Eligibility Criteria, Service Delivery or Financing), measured against the policy’s Goal and Objective(s) that you identified in Assignment #1. Limiting your analysis to one aspect should help focus the analysis as well as keep the assignment manageable. However, students should feel free to blend the aspects if the blending makes sense within the confines of a 5 page paper. Students will be using their analysis as the basis for recommending a change in the policy for your final paper.

With this paper, you are beginning to analyze the policy, are using the information from class discussion, course readings and literature. This is where you are applying your skill to tease out what aspects of which philosophies you see and, moving forward, how you will seek common ground among the various philosophies to achieve the best intended outcome for the intended population of concern.

In regard to your selected social policy:

1) Discuss the political and/or economic philosophies that may be informing your policy. Some questions to stimulate your thinking
   a. Does the policy reflect more of a “conservative” or “liberal” approach to policymaking?
   b. Does the policy seem to favor a classical economics or Keynesian approach, or perhaps a mixed approach as a framework? Use some examples to make your point.

2) Analyze the human rights aspects of your policy:
   a. Identify the human right that your policy addresses
   b. Discuss your policy in terms of political or social rights, and perhaps the costs of obtaining the right.

3) How congruent is the policy with social work value of enacting social policy to help improve human quality of life? Point out where the policy achieves the intended outcome for the target population and where it does not. Think Gil, and Miringoff and Opdyke here, maybe Bisman, or social work policy statements

Grading Criteria for Assignment # 3

A. Organization of Paper and Clarity of Writing Style (20 points)
   • Ability to address assignment in an organized, logical, clear manner (Use Headings!!!)
   • Correct grammar, spelling, sentence and paragraph construction
   • Proper citation of references

B. Quality of Analysis: demonstrates insight and critical thinking (80 points)
   • Ability to analyze the political and economic philosophies informing the policy (20 points).
   • Ability to analyze the human rights aspects informing the policy (20 points).
   • Ability to analyze the policy in terms of improving human quality of life (20 points).
   • Appropriate use of professional literature (at least two minimum) (20 points).
SSS 831 Advanced Social Policy Analysis
Assignment #4
Final Policy Analysis

The final paper brings together the first three assignments and adds a section on a recommendation for change based on what you have learned through your analysis. The final paper should incorporate the edits/changes recommended in the previous grading criteria. As such, the final paper is graded as a complete standalone assignment (meaning students should not simply add the recommendation for change section to the previous efforts. The paper should read as a coherent whole). The narrative of the paper, not including cover page, references and attachments, should be no longer than 20 pages.

Based on your completed analysis, present your recommendation(s) for change, modification, or continuation of a various dimension(s) of the policy. Each recommendation should present a rationale (using the philosophies and other class content) for the change. Please also discuss the venue for presenting the change. For example:
- Who is the targeted audience?
- How will you gain access to them?
- How will you present your analysis and recommendations?

Student should keep in mind that advocacy activities encompass everything from well-placed letters to the editor to meeting with United States Senators. Please think big as to what works to get this idea out and possibly moving forward.

Also, please address any anticipated opposition to your change and identify how you might prepare for this opposition and what you may do to reach common ground.

Assignment #4
Final Policy Analysis
Grading Criteria

Organization of Paper and Clarity of Writing Style (20 points)
- Ability to address assignment in an organized, logical, clear manner (Use Headings)
- Correct grammar, spelling, sentence and paragraph construction
- Proper citation of references and appropriate use of the professional literature

Quality of Analysis: Policy & Problem (15 points)
- Ability to identify a social problem of concern to the social work profession
- Ability to properly locate and cite a social policy enacted in response to the identified social problem
- Ability to complete an analysis of the policy as stated in B-F in Assignment #1
- Ability to analyze the development of the policy using the Kingdon model

Quality of Literature Review (15 points)
- Ability to locate current professional literature
- Ability to explain the literature findings
- Ability to assess the literature (is one topic or area repeatedly covered; did you notice any gaps in the literature, or is it well covered?
- Ability to apply the literature to the selected social policy and problem

Quality of Analysis: Human Rights, Justice, Political & Economic (15)
- Ability to analyze the political and economic philosophies informing the policy
• Ability to analyze the justice and human rights aspects informing the policy
• Ability to analyze the policy in terms of improving human quality of life

Quality of Recommendation (35 points)
• Ability to identify a specific area of the policy to target for change (or, ability to defend why no changes are needed)
• Ability to select an appropriate venue for advocacy
• Ability to identify content needed for advocacy
• Ability to identify potential opposition and efforts to reach common ground
The purpose of this assignment is for students to practice stating and defending a policy proposal to an audience. This is a pretty typical job for just about any social worker with any duties other than direct service. You should design the presentation to educate, inform and persuade the audience to adopt your policy position. Like everything else in social work, relationship is the key to change. Therefore, engage your audience. Simply reading your paper will not suffice for this exercise.

To engage the class you are free to be creative: you can use any media, adopt the role of stakeholders giving testimony to decision makers, enlist other students to role play with you, invite the audience to participate, and assume the role of government representative or politician in a town hall meeting to name a few examples.

At the end of the presentation, students will have the option of soliciting feedback from students in writing, verbally or both.

The presentation will be rated on the following:

1. The presentation should include the problem, the issues, the proposed solution, and the means of implementation. The evidence opposing and supporting the proposal should also be included. (30 points)
2. The position or solution should be defended using political, human rights and economic arguments that are familiar to the class. (30 points).
3. The presenter should engage the audience. (40 points)