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. COURSE PHILOSOPHY

Social workers practice in a variety of settings using many tools to create change that supports personal growth, autonomy and empowerment. Masters level social workers need to understand policy at a deeper level as described in the objectives below. To truly be at the forefront of social change, social workers must understand policies from moral, economic, and socio-philosophical perspectives. This course will provide students with a variety of readings supplemented by lecture and presentations that expose them to these facets of policy development and analysis. Progressive writing assignments and class discussion provide students with opportunities to integrate these varied perspectives and synthesize their own unique approach to policy analysis and development.

III. 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 historical, cultural, ethical, and shifting political, economic, and juridical contexts of policy analysis.

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

5. To understand how to utilize program performance information and to analyze the political and organizational structures in which it is embedded.

6. To understand the role and functioning of judicial processes on social policy formulation and monitoring.

7. To understand the role and ethical responsibilities of social workers who engage in policy analysis in their employing organizations.

8. To understand the importance of human rights as a frame for measuring social policy outcomes for diverse populations and populations-at-risk.

9. To demonstrate the ability to apply political and economic concepts to policy analysis and policy advocacy.

10. To demonstrate ability to use the resources of the world wide web (WWW) in the conduct of a policy analysis.
IV. COURSE REQUIREMENTS

A. Required Texts


B. Recommended Texts


C. Other Recommended Resources and Media


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.

D. 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.

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<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Grading</th>
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<tbody>
<tr>
<td>Social Policy Description Paper</td>
<td>Class 4</td>
<td>15%</td>
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Date Approved: August 2006
Date Revised: December 12, 2011
Literature Review  Class 8  15%
Rights, Economic, and Political Assessment Paper  Class 11  15%
Final Policy Analysis Presentation  Classes 12 – 13  15%
Final Policy Analysis Paper  Class 13  20%
Attendance and Participation  20%

E. Attendance and Participation
Students are expected to attend all class sessions. The instructor must be notified in advance (except in emergencies) of a planned absence. Unexcused absences will result in a deduction from the student’s class participation grade. While the instructor recognizes the student’s ability to learn independently, class discussion is an important and integral part of the learning experience. Students are expected to contribute to classroom learning by coming to class prepared to discuss assigned readings and sharing their observations and applications of policy/macro practice to their placement and/or employment settings.

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.

V. 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 be carefully proofread 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. **Timeliness of Assignments**
All assignments must be submitted on their due dates, with rare exceptions given at the discretion of the instructor. Papers will be marked down 1 point for every day they are turned in late.

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**Class Schedule**

<table>
<thead>
<tr>
<th>Class</th>
<th>Topics and Readings</th>
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<tr>
<td>1</td>
<td><strong>Introduction and Overview of the Course, and Policy Models</strong></td>
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<tr>
<td>1/9/11</td>
<td>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 learn the stages of the policy cycle and review the role of actors and institutions in the policy subsystem.</td>
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**Required Readings**


(Also available online at NASW website.)

**Recommended Readings**


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<th>2</th>
<th><strong>The Policy Universe: Actors, Institutions, and the Policy Agenda-</strong></th>
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<tbody>
<tr>
<td>1/23/11</td>
<td><strong>Setting Process</strong></td>
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<tr>
<td></td>
<td>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</td>
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the agenda-setting process will be the springboard for understanding its role in other stages of the policy cycle.

**Required Readings**

**Recommended Readings**


**3 1/30/11**
**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**


**4* 2/6/11**
**Assignment 1 due. 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**


*Social Policy Description Due*)
Introduction to the Role of Government in Social Welfare Policy

2/13/11

Required Reading:


Six Theories about How Policy Change Happens.

Recommended Reading:

Political Philosophies Underlying Social Policy Analysis

2/21/11

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/.

Federalism, “New Federalism” and State and Local Policy Making

2/27/11

Students will review and discuss how policy is made in our system(s) of government.

Required Readings
Selected articles to be distributed by the instructor.

8*  3/12/11  Assignment 2 due. 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

*Literature Review Due Today

9  3/19/11  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:


10  3/26/11  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:
4, p. 447-469.


**Recommended Readings:**

**11* 4/2/11**
*Assignment 3 due. Advocacy: Making a Change*

**Required Reading**


**Recommended Readings**
TBD

**12 4/16/11**
*Student Presentations (approximate time of 20 minutes per student including Q and A may be adjusted)*

**13* 4/23/11**
*Final paper due. Student Presentations continue. Course Evaluation.*
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 follows 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. 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. **Identify the Eligibility Criteria for your selected benefit or service.**
   Assess if the eligibility criteria target the population that needs the benefit and services.

E. **Discuss 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.

F. **Discuss the Financing of the social policy.**
   Do not simply say through taxes. Cite the level of appropriation. Assess the adequacy of the financing.

G. **Use the Kingdon (1984) model of Agenda Setting to discuss the development of your social policy.**
   1. Discuss the Problem Stream of your social policy.
   2. Discuss the Policy Stream of your social policy.
   3. Discuss the Political Stream of your social policy.
   4. Discuss the Policy Windows that have affected your social policy.
SSS 831 Advanced Social Policy Analysis
Assignment #2
Social Policy Literature Review

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 can “report” on their selected articles, meaning detailed information can be provided. Later, this information will need to be professionally summarized for the final paper. Learning what information to capture and how to report it is one objective of this assignment. Students should familiarize themselves with literature reviews as they conduct their own research. Students should expect that they will be adding to their literature review as they complete the final assignment.

Grading Criteria for Assignment #2

A. Organization of Paper and Clarity of Writing Style (5 points)
   1. Ability to address assignment in an organized, logical, clear manner (Use Headings!!!(2.5 points)
   2. Correct grammar, spelling, sentence and paragraph construction (2.5 points)

B. Quality of Literature Review (10 points)
   1. Ability to locate current professional literature (2 points)
   2. Ability to explain the literature findings (the “reporting on” part) (2 points)
   3. 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?) (2 points)
   4. Ability to apply the literature to the selected social policy and problem (1 point)
   5. Proper use of APA style (3 points).
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. Students will be using their analysis as the basis for recommending a change in the policy for your final paper.

As with all assignments, APA style is a must; grammar and editing remain graded components. This paper should be about 5 pages long. Students do not need to re-introduce their topic, although students should re-submit Assignments 1 and 2 to assist the instructor. Please re-submit duplicate copies of your previous assignments and make sure you keep a copy.

As a social work policy analyst you are using the information from class discussion, course readings and your literature review to assess what you see and have learned about the policy. Most policies are not consciously written from a utilitarian or egalitarian philosophy, for example. 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 target population.

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. Using the Okun content (but you can also use additional sources), 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?
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).

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 using the *Getting to Yes* text identify how you might prepare for this opposition and what you may do to reach common ground.
The *Presentation* assignment represents 15% of your course grade. Each student will have 15 minutes to present their policy analysis and change recommendation in class. Students should feel free to use visual aids, or other learning tools. Please provide an Executive Summary outline to your classmates so they may follow your presentation.

1. Begin by introducing your policy and why you selected it:
   - Identify the policy
   - Identify the problem it is addressing and why it is a social work problem
   - Specify the policy’s:
     - Goals and objectives
     - Benefits and Services
     - Entitlement/eligibility rules
     - Program Design/Service Delivery
     - Financing mechanism
     - Identify the most significant actor(s) involved in the policy’s development, and explain how the policy made it on to the policy agenda.
     - *Approximate time: 3 minutes*

2. Briefly review the state of the literature on the selected issue/problem/policy. Identify important themes in the literature and gaps in the literature.
   - *Approximate time: 2 minutes*

3. Analyze the underlying political philosophies and economic philosophies informing the policy’s formation (e.g., if you say “conservative”, explain why). Review any human rights aspects of the policy.
   - *Approximate time: 5 minutes*

4. Recommendations:
   - Based on your analysis, present your recommendations for change, modification, or continuation of the various dimensions of the policy, and present a rationale (using the philosophies) for each recommendation. Identify how you present your recommendations for change (public testimony, government hearing, letter to the editor, etc.).
   - *Approximate Time: 5 minutes*