

ADVANCED POLICY ADVOCACY, SWK 6210
Fall 2021
WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY

COURSE DESCRIPTION

*“Never doubt that a small group of thoughtful, committed citizens can change the world;
indeed it’s the only thing that ever has.”*

Margaret Mead

The mission of the social work profession is “to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty” (NASW Code of Ethics, Preamble, Revised in 2017). To further this mission, the NASW Code of Ethics implores social workers to “engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully (NASW Code of Ethics, 6.04(a), 2017). Social workers should also “advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice” (NASW Code of Ethics, 6.04(a), 2017). In order to effectively serve the mission of our profession, social workers need to be “aware of the impact of the political arena on practice” (NASW Code of Ethics, 6.04(a), 2017).

The two-course policy sequence for the master of social work program at Wurzweiler School of Social Work is designed to competently prepare students to support the mission of the social work profession. The current course builds on the theory, knowledge and skills of Social Welfare Organizations (SWK 6201) and other foundational courses, to further develop student understanding of social workers’ ethical responsibility to engage in social and political action, and put newly acquired skills into action.

This Social Welfare Policy course prepares students to actively practice policy analysis and advocacy through an exploration of theory, and the introduction and exercise of policy practice. This course employs a problem solving approach, similar to that explored in both practice and research courses. This course builds upon theory introduced in Human Behavior and the Social Environment courses and content infused throughout the curriculum related to social justice, equity, and equality for populations in need and at-risk.

Students in this course learn how to use policy practice to address a social problem of importance to them. Students choose a social problem that connects with the social work profession as a whole. This problem may intersect with student field placement experiences, career/future practice goals, and/or social problems of personal significance. Through a deeper exploration of theory, knowledge and skills, students will develop an expertise in policy related to their chosen problem that informs how they design and implement a strategy to impact policy to create positive social change, in accordance with the NASW Code of Ethics.

SOCIAL WORK COMPETENCIES

This course will help students achieve the following competencies:

Competency 3- Advance Human Rights and Social, Economic and Environmental Justice

Students will understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Students understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Students will understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Specifically, students will:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Competency 5 – Engaging in Policy Practice

Students will understand that human rights and social justice, as well as social welfare needs and services, are influenced by public policy, as implemented at the federal, state, and local levels. Students will understand the impact of policy in service delivery and the influence of practice in policy development. They will understand the role of social work in policy development and implementation within their practice settings at the micro, mezzo, and macro levels, and how social workers can actively engage in policy practice to effect change within these settings. Students will recognize and understand the historical, cultural, economic, organizational, environmental, and global influences that affect social policy. Students will become knowledgeable about policy formulation, analysis, implementation, and evaluation.

Specifically, students will:

- Identify social policy at the local, state, and federal levels that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights, and social, economic, and environmental justice.

Assignments for this course are used to assess/measure Competencies 3A, 3B, 5A & 5B.

COURSE POLICIES

STUDENTS WITH DISABILITIES

The Office of Disability Services (ODS) collaborates with students, faculty and staff to provide reasonable accommodations and services to students with disabilities.

<http://www.yu.edu/Student-Life/Resources-and-Services/Disability-Services/>

The purpose of reasonable academic accommodations is to assure that there is equal access to and the opportunity to benefit from your education at Wurzweiler. It is the student's responsibility to identify himself/herself to the Office of Disabilities Services (ODS) and to provide documentation of a disability.

Student Responsibilities

- Register with the Office of Disability Services (ODS).
- Provide current, written documentation from a qualified practitioner that describes the nature of the disability, functional limitations associated with the disability, severity of these limitations, and recommended reasonable accommodations.
- Review accommodation requests with ODS.
- Submit accommodation letters to faculty and discuss reasonable accommodations at the start of the semester.
- Communicate with faculty to arrange each exam accommodation at least ONE WEEK before the exam.
- File documentation with appropriate individuals to request accommodations for final exam period.
- Alert the Office of Disability Services if any difficulties are encountered regarding the implementation of accommodations.

Getting Started

Students in Yeshiva University who wish to receive accommodations must self disclose by registering with The Office of Disability Services (ODS). ODS has established the following process for registration:

- Complete an Intake form.
- Gather and submit current documentation of your disability.
- To register as a student with a learning disability or ADD/ADHD, you must submit a current psycho-educational or neuro-psychological evaluation. For all other disabilities you may submit documentation completed by a qualified health professional/clinician. Please refer to our Disability Documentation Guidelines and choose the one specific to your disability to use as a guide.
- After you have submitted the Intake form and disability documentation, ODS will be happy to meet with you to discuss reasonable accommodations and other supports available to you at Yeshiva University.
- Each semester, you will meet with ODS to discuss accommodations for your courses and any accessibility needs. You will be given accommodation letters to submit to your professors.
- Accommodation letters must be submitted to your professors as soon as they are received.

PLAGIARISM

All written work submitted by students is to be their own. Ideas and concepts that are the work of others must be cited with proper attribution. The use of the written works of others that is submitted as one's own constitutes plagiarism and is a violation of academic standards. The School will not condone plagiarism in any form and will apply sanction to acts of plagiarism. A

student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is NOT plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in a course will automatically FAIL the course and will be placed on Academic Probation and will be referred to the Associate Dean for disciplinary action which may include expulsion. A student may not submit the same paper or an assignment from another class for credit. If students or faculty are concerned that written work is indeed plagiarized, they can use the following "plagiarism checker" websites, easily accessible, and generally free on Google:

www.grammarly.com/plagiarism_checker

www.dustball.com/cs/plagiarism.checker www.plagtracker.com

www.plagium.com/

www.plagscan.com/seesources/

www.duplichecker.com/

As a Wurzweiler student, maintaining good standing in the program is dependent on developing and maintaining high standards of ethical and professional behavior. Students are required to adhere to the Code of Ethics promulgated by the National Association of Social Workers (NASW).

HIPAA

In line with HIPAA regulations concerning protected health information, it is important that you understand that any case information you present in class or coursework will need to be de-identified. What this means is that any information that would allow another to identify the person must be changed or eliminated. This includes obvious identifiers such as names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity or gender. If diagnosis, race/ethnicity or gender is directly related to the case presentation, it can be included if it will not allow for identification.

FERPA

Wurzweiler's policies and procedures are in line with FERPA regulations. In accordance with the provisions of the Family Educational Rights and Privacy Act of 1974, as amended (Section 438 of the General Educational Provisions Act, 20 USC 1232g), also known as FERPA, the University has adopted policies to protect the privacy rights of its "Students" with respect to their "Education Records," in each case as defined below. FERPA affords Students certain rights of access to their Education Records and limits disclosure to third parties unless the Student provides written consent. In certain circumstances, disclosure is permitted without the Student's permission.

CONFIDENTIALITY

Given the nature of classroom discussion and the presentation of case materials and at times personal revelation in class, students are reminded that the same commitment to confidentiality with clients extends to classmates. What is shared in class stays in class.

COLLEGIALITY

During this course, open dialogue is encouraged, while acknowledging that not everyone will feel comfortable contributing to each discussion. All students should remember that although you may hold a strong opinion or belief about a particular subject matter, you must remain sensitive to the fact that your peers may not share that belief or hold the same opinion. Everyone will be held to the expectation that they will be respectful of differing perspectives, in accordance with the Section III. E. (Professional Conduct) in the Wurzweiler MSW Student Manual, found here:<https://www.yu.edu/sites/default/files/inline-files/ADVOCACY%20MSW%20handbook%20Policy%20Manual%20-%20as%20of%2012.13.18.pdf>.

COURSE REQUIREMENTS

REQUIRED TEXTS (All the same books from SWK 6201)

Lane, S.R., Palley, E. & Shdaimah, C. (2019). *Social welfare policy in a changing world*. Sage Publishing. ISBN: 9781544316185. Hard copy: \$99.00; eBook: \$50.00 (rental).

National Association of Social Workers. (2018). *Social work speaks: National Association of Social Workers policy statements (11th Ed.)*. NASW Press. ISBN: 9780871015266. Hard copy: \$52.99; eBook: \$49.99.

National Association of Social Workers. (2021). *Code of Ethics*. Author.

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Note: Other required readings are available on-line through electronic reserve (E-RES). See instructions below.

OPTIONAL SUPPLEMENTAL TEXTS

Gilbert, N., & Terrell, P. (2012). *Dimensions of social welfare policy (8th Ed.)*. Prentice-Hall. ISBN: 0205096891. Hard copy: \$86.65; eBook: 34.99.

Pollack, D. & Kleinman, T.G. (2015). *Social work and the courts: A casebook (3rd Ed.)*. Routledge. ISBN: 113879984X. Hard copy: \$42.95; eBook: \$38.66 or \$21.48 through VitalSource.

American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed.)*. Author. ISBN: 1433832178. Paperback: 31.99, Spiral-bound: \$44.99, Hardcover: \$54.99; eBook: \$35.99 or \$31.99 through VitalSource.

E-RESERVES (Electronic Reserve)

Most of the articles mentioned in the curriculum are available on electronic reserve (E-Reserve). You can access the full text articles from your home or from a university computer at no charge.

To access E-Reserves from Canvas (Recommended):

1. Electronic reserve lists are automatically added to all Canvas course pages (<https://yu.instructure.com/>) .
2. Students can directly access the list without a password from the Canvas page.
3. Go to your course Canvas Page
4. Click on "Library Resources and E-Reserves".
5. If you are off-campus, at this point you will be prompted for your Off Campus Access Service login and password (YUAD): <https://library.yu.edu/OffCampusAccess>
6. When the article text or book record appears on the screen, you can print, email, or save it to disk.
7. If you have any problems, please contact - ereserves@yu.edu.

* Please note, Canvas no longer supports Internet Explore. If you are having trouble open up an eReserve item, please try other web browsers.

You can also access e-reserves through <http://www.yu.edu/libraries/>

1. Click on online resources.
2. Click on eReserves
3. If you are off-campus, at this point you will be prompted for your Off-Campus Access Service login and password (obtain this from the library).
4. In the 'search for Courses' box, type in the name of your course.
5. Click on the link to your course.
6. Enter the password wurzweiler
7. Locate and click on the item you wish to view. Titles beginning with "A", "An", or "The" are alphabetized under "A" and "T" respectively.
8. When the article text or book record appears on the screen, you can print, email, or save it to disk.
9. If you have any problems, please contact eres@yu.edu.

Instructional Methods, Course Requirements and Grading

Class sessions include lectures that follow the progression of the course outline. Discussions focus on lecture content, reading assignments, current events relevant to social policy and student experiences in the field. A variety of techniques, including classroom exercises, audio-visual presentations and guest speakers may be used.

Students are expected to complete all assigned readings on time, attend class and participate knowledgeably in class discussions. In addition to the assigned readings, students are expected to skim news sources such as major national newspapers (such as *The New York Times*, *Washington Post*, or *Wall Street Journal*), news radio (such as NPR), podcasts (such as Up First, The Daily, This Week with Sam Sanders, the Globalist, the Takeaway, or PRI's the World), television news (such as local news or BBC), and specialized or long form publications (Politico, the Hill, the Atlantic, or Vox). In-depth sources such as *Congressional Quarterly*, *Congressional Weekly*, and professional journals may also be useful. These sources will be extremely helpful to all students in preparing class assignments and participating in class discussions.

Assignments: (detailed descriptions can be found in the relevant units)

| Title | Unit | Weight (%) |
|---|-------------|-------------------|
| Policy in Real Life | Varies | 15 |
| Who Represents Me? | Unit 1/2 | 5 |
| Advocacy Project, Part 1: Social Problem Analysis | Unit 3 | 10 |
| Advocacy Project, Part 2: Social Policy Research | Unit 4 | 10 |
| Advocacy Project, Part 3: Social Policy Change & Advocacy Groups | Unit 5 | 15 |
| Advocacy Project, Part 4: Practice Testimony <i>This assignment measures Competency 3A, 3B, 5A</i> | Unit 6 | 15 |
| Advocacy Project, Part 5: Policy Advocacy in Action | Unit 7 | 10 |
| Class participation (i.e. course engagement) For students in Live/Online sections of this course, class participation includes your active participation during class time, as well as participation in additional interactive online activities throughout the semester (roughly 45-60 minutes per week in addition to class time). For students in fully asynchronous sections of this course, class participation includes your active participation in interactive online activities throughout the semester (roughly 160 minutes per week). <i>This assignment measures Competency 5B: In addition to being assigned an individual grade for participation, faculty will assess students' competency to collaborate with colleagues and clients for effective policy action for the purpose of program evaluation.</i> | Unit 1-7 | 20 |

Final Grading:

A= 94-100 A-= 90-93 B+= 87-89 B= 83-86 B-=80-82 C+= 75-79 C=70-74 F<70

Assignment Descriptions:

Policy in Real Life (Final product: 1 page reflection, using form provided)

This assignment gives students an opportunity to participate in POLICY RELATED advocacy within a community that is meaningful to them. Students can choose from one of the options suggested below, or may propose their own idea to the professor. This assignment involves student activity and a written reflection. This assignment can be completed at any time during the semester, but must be completed in order to get a passing grade. Students may choose to engage in these activities alone or as part of a group. This assignment requires substantive engagement by you. We want you to leave this program feeling that you have practiced these advocacy skills and are ready to use them in your social work practice. In past semesters, some students satisfied this requirement by attending a social work student advocacy event in Albany which required preparation in advance, travel on a University-provided bus to Albany, engagement with policymakers, and reflection afterwards.

Suggested Fall 2021 options include:

1. Serving as an active member of one of the WSSW Student Government committees (social action, lunch and learn, or events).
2. Organizing a voter engagement activity within a community (such as at field placement, at a workplace, or within another community of importance).
3. Working as a pollworker or elections official on a Election Day.
4. Meeting with a policymaker or staff member.
5. Attending and participating in a policy meeting on the local, state, or federal level.
6. Volunteering for a political campaign or a group that is working on voter engagement or another issue of importance to you.

Who Represents Me (2 page form, provided)

In this assignment, you will be asked to research information about your municipal (also called local), state, and federal governments in order to better understand which elected officials represent you in local, state, and federal government. Be sure to pay attention to the search hints throughout the questions that will guide you in finding the correct information. Stuck answering a question? Reach out to your instructor for help. For more information about state and local governments, listen to the [Midterm Edition: State and Local Elections](#) episode of Civics 101: A Podcast.

Advocacy Project

This project will take you from the process of understanding a social problem, finding related policy, and creating proposals for policy change to improve the problem. By the end of the semester, you will give testimony and create a policy document to address this social problem and create change. The best social problems to choose for this project are those that are significant, meaning they make a difference in people's lives, but not so big that they are impossible to wrestle with in the time we have. Examples of previously successful projects will be available from your instructor.

Advocacy Project Part 1: Social Problem Analysis (2 pages)

For this assignment and the remainder of the semester, you are going to focus on one social problem (such as homelessness, substance use such as opioid crisis, or voting rights). This may connect to your social change project from SWK 6201 last year. We are going to define your social problem in this unit and work toward creating change to improve the lives of those affected in future units. In this assignment, citing at least two sources, answer the following questions.

- A. What is the social problem that you would like to address?
 - Define the problem in one paragraph.
- B. Why did you choose to focus on this problem?
 - Answer in one paragraph; this section can be in first person.
- C. Who is affected by this problem?
 - Describe what groups of people are affected, how they are affected, and how much they are affected. Focus specifically on vulnerable or marginalized populations.

This assignment should be written in APA format as a complete paper, rather than in a question

and answer format. In addition, only part B can be in first person—the remainder should be in third person, per typical APA format. The page numbers here are for text, and do not include a title page and reference list. No abstract is required.

Advocacy Project, Part 2: Social Policy Research (1 page form, provided)

In the last assignment, you selected a social problem for your focus for this project. Now, your task is to find at least two policies that address this problem. Make sure you identify a POLICY, and not a PROGRAM. Programs may involve efforts or interventions aimed at addressing social problems. Policies are the government responses to identified social problems, often through legislation or regulation. Some policies include the creation of programs. Your selected policies could be policies that contribute to causing the problem, making it worse, try to prevent the problem, or attempt to make it better. Research two policies and complete the template provided by your instructor.

Advocacy Project, Part 3: Social Policy Change & Advocacy Groups (3-5 pages)

In this assignment, you will consider changes that you would like to make to the policies you identified in the last assignment. In answering this question, be sure to follow the following format:

- a. Provide a basic policy analysis that includes answers to the following questions:
 - What is the title of the policy?
 - What is the goal of the policy?
 - What level(s) of government is the policy related to (federal, state, local)?
 - What is the geographic location the policy relates to?
 - What benefits are provided through the policy?
- b. What change do you want to see in that policy?
- c. What kind of change is it (using one of the above descriptions where appropriate)?
- d. What benefit do you see to this change?
- e. How would this change specifically help vulnerable or marginalized groups affected by the social problem?
- f. Who are the interest groups working on this issue who might be good allies?
- g. Who might oppose your perspective on this? What work have both potential allies and opponents done, if any, on this issue?

Keep in mind that the world is not black and white, so that there are groups who you might generally agree with who might be opposed to this particular change. Or there might be groups who are not definitely for or against: they are potential allies or potential opponents, and you would need to use your interpersonal and coalition building skills to work with them to get them to your side.

Your audience for this assignment is a fellow social work student who you would like to convince to work with you on this policy change. Your instructor will discuss the importance of audience in writing policy documents. This assignment should be written in APA format as a complete paper, rather than in a question and answer format. It should be written in third person. The page numbers here are for text, and do not include a title page and reference list. No abstract is required.

Advocacy Project, Part 4: Practice Testimony (5 minutes; 2-3 pages)

Pretend that you are testifying in front of a committee of the legislative body most appropriate to your policy issue. Prepare and present to your classmates no more than 5 minutes of testimony in support of your proposed policy changes outlined in Advocacy Project, Part 3. In addition to giving testimony, you will submit your written testimony. Your testimony should follow this format:

- a. Introduction: Who you are and who you represent. Describe specifically who your audience is (what group of policymakers you are speaking to)
- b. Body: Discuss the policy at hand and give your argument(s) for the specific changes you see necessary to the policy.
- c. Refute alternative suggestions, or potential arguments against your proposal.
- d. Closing remarks: Sum up your proposal; thank the committee.
(*This assignment measures Competency 3A, 3B, 5A)

Note: While there is no requirement that you testify in front of an actual policy-making body, if you do, you will automatically receive full credit on this assignment.

Advocacy Project, Part 5: Policy Advocacy in Action (depends on the option chosen, generally 1-3 pages)

For this assignment, you will create a policy document related to your Advocacy Project from one of the options provided by the instructor and put it into action. Some options include:

- Letter to a policymaker that you send via snail mail or email
- Policy brief that you distribute to a policymaker or advocacy group
- Infographic that you share with policymakers or community members
- Letter to the editor that you send to a newspaper (not an option for students in asynchronous sections)

Your document will be assessed based on its professionalism, appropriateness for the audience, and factual content, and is expected to be put into action.

COURSE OUTLINE

Note: Your instructor and/or the course Canvas will let you know which readings are required and which are recommended, as well as the distribution of readings and assignments within units that are multiple weeks.

Unit 1: Introduction to Social Policy and Policy Practice (Week 1-2)

Learning Objectives:

- Identify course objectives and requirements
- Introduce online library searching, and writing formats, specific to policy work
- Define social policy and related terms
- Review the history of policy practice
- Describe the professional and ethical responsibility of social workers to engage in the policy process
- Give examples of social workers' roles and responsibilities in the policy process

Readings:

Lane, S.R., Palley, E.S., & Shdaimah, C.S. (2019). *Social welfare policy in a changing world*. Sage Publishing.

- Chapter 1: Social Work: A Values-Based Profession in a Historical Content (review)
- Chapter 2: How Policy is Created and Influenced (pp. 21-26, 37-40)

National Association of Social Workers., Wehrmann, K. C., & McClain, A. (2018). *Social work speaks: National Association of Social Workers policy statements, 2018-2020*. NASW Press.

- Role of Government, Social Policy, and Social Work
- Electoral Politics

Iatridis, D. S. (2013). Policy practice. In *Encyclopedia of Social Work*. Oxford University Press. (Available through E-Reserves)

McLaughlin, A., Rothery, M., & Kuiken, J. (2019). Pathways to political engagement: Interviews with social workers in elected office. *Canadian Social Work Review/Revue Canadienne de Service Social*, 36(1), 25-44.

Pollack, D. & Kleinman, T.G. (2015). *Social work and the courts: A casebook (3rd Ed.)*. Routledge. Chapter 7: Social workers in court.

Sewpaul, V., & Henrickson, M. (2019). The (r)evolution and decolonization of social work ethics: The Global Social Work Statement of Ethical Principles. *International Social Work*, 62(6), 1469–1481.

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

Assignments:

- 1) Class participation
- 2) View video introduction to library and YU find:
<https://www.youtube.com/watch?v=Blw3Fy6EZrA>
- 3) Who Represents Me?

Unit 2: The Policy Process and Voter Engagement (Weeks 3-4)

Learning Objectives:

- Summarize the theory and practice of the policy process at the local, state, and federal levels
- Apply strategies to find elected officials at all levels
- Examine the history of voting laws in the United States through a social justice lens
- Describe the role of social workers in voter engagement
- Critique the intersections of voting and criminal justice

Readings (& listening):

Lane, S.R., Palley, E.S., & Shdaimah, C.S. (2019). *Social welfare policy in a changing world*. Sage Publishing. Chapter 2: How Policy is Created and Influenced (pp. 27-37, 40-end)

National Association of Social Workers., Wehrmann, K. C., & McClain, A. (2018). *Social work speaks: National Association of Social Workers policy statements, 2018-2020*. NASW Press.

- Social Work in the Criminal Justice System
- Voter Participation
- Racism

Abramovitz, M., Sherraden, M., Hill, K., Smith, T. R., Lewis, B., & Mizrahi, T. (2019). Voting is Social Work: Voices from the National Social Work Voter Mobilization Campaign. *Journal of Social Work Education, 55*(4), 626-644.

Domanski, M. (1998). Prototypes of social work political participation: an empirical model. *Social Work, 43*(2), 156-167.

Lane, S. R., & Pritzker, S. (2018). *Planning the Political Intervention: Voter engagement*. Springer International Publishing. [Chapter 8 \(Available via Canvas\)](#)

LeRoux, K., & Krawczyk, K. (2014). Can nonprofit organizations increase voter turnout? Findings from an agency-based voter mobilization experiment. *Nonprofit and Voluntary Sector Quarterly, 43*(2), 272–292.

Lo Wang, H. & Devarajan, K. (2019, Dec. 31). 'Your body being used': Where prisoners who can't vote fill voting districts. *Morning Edition: National Public Radio* (6 minutes) <https://www.npr.org/sections/codeswitch/2019/12/31/761932806/your-body-being-used-where-prisoners-who-can-t-vote-fill-voting-districts>

Rutenberg, J. (2015, July 29). A dream undone: Inside the 50-year campaign to roll back the Voting Rights Act. *The New York Times Magazine*. Retrieved from <https://www.nytimes.com/2015/07/29/magazine/voting-rights-act-dream-undone.html>

Assignments:

- 1) Class participation

Unit 3: Defining Social Problems (Week 5)

Learning Objectives:

- Describe the definition of a social problem, including the multiple ways of defining a problem
- Recommend possible solutions to social problems
- Analyze the disproportionate impact of social problems on marginalized populations

Readings:

Lane, S.R., Palley, E.S., & Shdaimah, C.S. (2019). *Social welfare policy in a changing world*. Sage Publishing.

- Chapter 4: Family Policy
- Chapter 5: Child Welfare Policy

National Association of Social Workers., Wehrmann, K. C., & McClain, A. (2018). *Social work speaks: National Association of Social Workers policy statements, 2018-2020*. NASW Press.

- Women in the Social Work Profession
- Transgender and Gender Nonconforming People
- Sovereignty, Rights, and the Well-Being of Indigenous Peoples
- People with Disabilities
- Immigrants and Refugees

Brick, Y. (1989). Judaism and social policy. *Social Policy and Administration* 23(3): 262-276.

Danziger, S.K. & Staller, K.M. (2013). Social problems. In *Encyclopedia of Social Work*. Oxford University Press. (Available through E-Reserves)

Stein, G.L., & Sherman, P.A. (2005). Promoting effective social work policy in end-of

life and palliative care. *Journal of Palliative Medicine*, 8(6), 1271-1281.

Assignments:

- 1) Class participation
- 2) Advocacy Project, Part 1: Social Problem Analysis

Unit 4: Policy Analysis (Week 6-7)

Learning Objectives:

- Understand the theories that inform social policy analysis and action
- Find and evaluate existing policies that are relevant to social work practice
- Analyze social policies
- Using poverty as an example, research and evaluate social policies related to social problems

Readings:

Lane, S.R., Palley, E.S., & Shdaimah, C.S. (2019). *Social welfare policy in a changing world*. Sage Publishing.

- Chapter 3: Practical Theories for Understanding and Analyzing Policy
- Chapter 9: Work and Employment Policy

Gilbert, N., & Terrell, P. (2012). *Dimensions of social welfare policy (8th Ed.)*. Prentice-Hall. Chapter 3.

National Association of Social Workers., Wehrmann, K. C., & McClain, A. (2018). *Social work speaks: National Association of Social Workers policy statements, 2018-2020*. NASW Press.

- Economic Justice
- Welfare Reform
- Workplace Discrimination

Frakt, A. & Pearson, E. (2019, Dec. 31). How cutting food stamps can add costs elsewhere. *The New York Times*. Retrieved from <https://www.nytimes.com/2019/12/31/upshot/food-stamps-lower-health-care-costs.html>

Lane, S. R., & Pritzker, S. (2018). *Political social work*. Springer International Publishing. Chapter 6 (Available via Canvas; Please read pages 151-163)

Pimpare, S. (2013). Welfare reform at 15 and the state of policy analysis. *Social Work*, 58(1), 53-62.

Schuman, D.L. & Schuman, D.L. (2016) A value-critical choice analysis of a policy to prevent suicide in veterans and service members, *Social Work in Public Health, 31*(6), 537-548.

Assignments:

- 1) Class participation
- 2) Advocacy Project, Part 2: Social Policy Research

Unit 5: Policy Advocacy: Creating plans, using theory, finding allies (Week 8-9)

Learning Objectives:

- Develop a plan for policy advocacy, using mental health as a sample topic
- Think critically about theory related to power and its uses in advocacy
- Compare theories and research that describe the use of coalitions and other organizing techniques
- Research advocacy organizations

Readings:

Lane, S.R., Palley, E.S., & Shdaimah, C.S. (2019). *Social welfare policy in a changing world*. Sage Publishing.

- Chapter 11: Health Policy

National Association of Social Workers., Wehrmann, K. C., & McClain, A. (2018). *Social work speaks: National Association of Social Workers policy statements, 2018-2020*. NASW Press.

- Mental Health

Lane, S. R., & Pritzker, S. (2018). *Political social work*. Springer International Publishing. Chapter 6 (Available via Canvas; Please read pp. 163-170.)

Lyons, P., Beck, E. & Lyons, M.J. (2011). Capitalizing capitol capital: Child welfare policy advocacy. *Families in Society: The Journal of Contemporary Social Services, 92*(3), 269-275.

Sanders, L., Martinez, R., Harner, M., Harner, M., Horner, P., & Delva, J. (2013). Grassroots responsiveness to human rights abuse: History of the Washtenaw Interfaith Coalition for Immigrant Rights. *Social Work, 58*(2), 117-125.

Assignments:

- 1) Class participation
- 2) Advocacy Project, Part 3a: Social Policy Change

Unit 6: Policy Advocacy: Putting your social work skills into action (Week 10-13)

Learning Objectives

- Apply foundation social work skills to advocacy work
- Apply advocacy skills to proposed policy change
- Identify the steps to successful advocacy

Readings:

- Hoefler, R. (2001). Highly effective human services interest groups: Seven key practices. *Journal of Community Practice*, 9(2), 1-13.
- Jackson-Elmoore, C. (2005). Informing state policymakers: Opportunities for social workers. *Social Work*, 50(3), 251-261.
- Kleinkauf, C. (1981). A guide to giving legislative testimony. *Social Work*, 26(4), 297-303.
- Lane, S. R., & Pritzker, S. (2018). *Political social work*. Springer International Publishing. Chapter 6 (Available via Canvas; Please read p. 170 through to the end).
- Noum, H. (2019). Between majority and minority: A model for understanding and promoting culturally competent policy practice in multicultural societies. *British Journal of Social Work* 2019(0), 1-19.
- Rome, S. H., & Hoehstetter, S. (2010). Social work and civic engagement: The political participation of professional social workers. *Journal of Sociology & Social Welfare*, 37, 107-129.

Assignments:

- 1) Class participation
- 2) Advocacy Project, Part 3b: Advocacy Groups
- 3) Advocacy Project, Part 4: Testimony
- 4) Practice LMSW Questions
- 5) Policy in Real Life

Unit 7: Future Directions in Policy Practice (Week 14)

Learning Objectives

- Identify skills used by others in advocacy campaigns
- Discuss future directions in policy practice
- Explore international considerations for policy practice

Readings:

National Association of Social Workers., Wehrmann, K. C., & McClain, A. (2018). *Social work speaks: National Association of Social Workers policy statements, 2018-2020*. NASW Press.

- Substance Use Disorder Treatment
- Health Care

- Bowles, W, Boetto, H, Jones, P. & McKinnon, J. (2018). Is social work really greening? Exploring the place of sustainability and environment in social work codes of ethics. *International Social Work*. 61(4)503-517.
- Kleinkauf, C. (1981). A guide to giving legislative testimony. *Social Work*, 26(4), 297-303.
- Kriz, K., & Skivenes, M. (2015). Challenges for marginalized minority parents in different welfare systems: Child welfare workers' perspectives. *International Social Work*, 58(1), 75-87.
- Larkin, H., Henwood, B., Fogel, S.J., Aykanian, A., Briar-Lawson, K.H., Donaldson, L.P., Herman, D., Little, S.B., Meyer-Adams, N., Padgett, D.K., Patchner, M.A., & Streeter, C.L. (2016). Responding to the grand challenge to end homelessness: The national homelessness social work initiative. *Families in Society: The Journal of Contemporary Social Services*, 97(3), 153-159.
- Han, H. (2019, Dec. 16) When does activism become powerful? *The New York Times*. Retrieved from <https://www.nytimes.com/2019/12/16/opinion/activism-power-victories.html>
- Padilla, Y. C., & Fong, R. (2016). Identifying grand challenges facing social work in the next decade: Maximizing social policy engagement. *Journal of Policy Practice*, 15(3), 133-144.

Assignments:

- 1) Class participation
 - 2) Advocacy Project, Part 5: Advocacy in Action Policy Brief
- *This assignment measures Competency 3A, 3B, 5A)

Additional References for Further Study

- Bardash, E. (2011). *A practical guide for policy analysis: The eightfold path to more effective problem solving*, (4th ed.). CQ Press College.
- Birkland, T.A. (2010). *An introduction to the policy process: Theories, concepts, and models for public policy making*. M.E. Sharpe.
- Blau, J. & Abramovitz, M. (2007). *The dynamics of social welfare policy*, (2nd ed.). Oxford University Press.
- Berzin, S.C. (2012). Where is social work in the social entrepreneurship movement? *Social Work*, 57, 185-188.
- Brzuzy, S. (2000). The vulnerability of American Indian women in the new welfare state. *Affilia: The Journal of Women and Social Work*, 15(2), 244-259.
- Caputo, R.K. (2019) Policy analysis. In M. Reisch (Ed.), *Social policy and social justice: Meeting the challenges of a diverse society*, 3rd ed. (pp. 193-221). Cognella Academic Publishing.
- Caputo, R.K. (2012). *Basic income guarantee and politics: International experiences and perspectives on the viability of income guarantee*. Palgrave Macmillan.
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- Chan, K., & Chan, C. (2004). Social worker's conceptions of the relationship between theory and practice in an organizational context. *International Social Worker*, 47(4), 543-555.
- Comerford, S. (2003). Confronting power: Undergraduates engage the legislative process in Vermont, *Social Policy*, 2(2/3), 123-143.
- DiNitto, D. (2011). *Social welfare: Politics and public policy*, (7th ed.). Pearson
- Gelman, S., Weiner, A.P., & Pollack, D. (1999). Confidentiality of social work records in the computer age. *Social Work*, 24(3), 191-198.
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- Gibelman, M. & Kraft, S. (1996). Advocacy as a core agency program. Planning considerations for voluntary human services agencies. *Administration in Social Work*, 20(4), 43-59.
- Gorin, S. (2000). A "society for all ages": Saving Social Security and Medicare, *Health and Social Work*, 25(1), 53-72.
- Hollingsworth, L.D. (2000). Adoption policy in the United States: A word of caution. *Social Work*, 45(2), 183-186.
- Howard, C. (2006). *The welfare state nobody knows: Debunking myths about U.S. social policy*. Princeton University Press.
- Hudson, R.B. (1999). Conflict in today's aging politics: New population encounters old ideology. *Social Service Review*, 73(3), 358-379.

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- Laakso, J.H. (2000). Child support policy: Some critical issues and the implications for social work. *Social Work*, 45(4), 367-370.
- Lens, V., & Pollack, D. (1999). Welfare reform: Back to the future. *Administration in Social Work*, 23(2), 61-77.
- Noyoo, N. (2004). Human rights and social work in transforming society: South Africa. *International Social Work*, 47(3), 359-369.
- Pittman, M.P. (1999). Bridging the divide: The casework policy link, *Journal of Sociology and Social Work*, 26(2), 203-216.
- Reisch, M. (Ed). (2013). *Social policy and social justice*. Sage.
- Schneider, R.L., & Netting, F.E. (1999). Influencing social policy in a time of devolution: Upholding social work's great tradition, *Social Work*, 44(4), 349-357.
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