Semester: Spring  Year: 2015  
Course Prefix/Number: SOCW 5303  
Section Number: 001  
Course Title: Social Welfare Policy and Services  
Instructor Name: Eusebius Small, PhD  
Faculty Position: Assistant Professor  
Faculty Profile: [http://www.uta.edu/profiles/eusebius-small](http://www.uta.edu/profiles/eusebius-small)  
Office Number: Social Work Complex A, Room 201C  
Phone Number: 817-272-2135 (You may leave a message, but emailing is preferred)  
Email Address: esmall@uta.edu  
Consultation Availability: Wednesday 3:00 PM-4:00 PM  
Day and Time of Class (if applicable): Wednesday 4:00 PM-6:50 PM  
Location (Building/Classroom Number): SWCA 115  

Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes. 
Blackboard: [https://elearn.uta.edu](https://elearn.uta.edu)  

A. Catalog Course Description/Special Requirements (Prerequisites/Out of Class Meetings):

Social Welfare Policy and Services examines how social goals are met by social welfare institutions. Conceptual schemes are developed for analyzing the structure of social welfare institutions and evaluating social welfare sub-systems. The social work profession is examined in the context of the evolution and function of the contemporary American social welfare system.  

This course introduces social welfare policy as a central concern of the social work profession. Presented are the theory, philosophy, and research bases of social policies and programs in the United States including comparison to other nations. The policy making process, policy analysis from multiple analytic frameworks, and implications of policy for program design and service delivery are discussed. The course will help the student identify evolving politico-socio-cultural and economic bases of social welfare and social and economic justice. Policies in the areas of aging, family and child welfare, health, and poverty and public welfare may be drawn upon for purposes of illustration and example. The history of social welfare is considered and its influence on the development of the social work profession is analyzed. Key policy practice competencies such as advocacy, policy and program evaluation and political action are emphasized.  

B. Measurable Student Learning Outcomes - CORE/Advanced Practice Behaviors:
The content of this course is consistent with the requirements of the CSWE Educational Policy and Standards (EPAS) Section 4.4 for Social Policy:

Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services CSWE EPAS pp. 9-10 Section 4.4.

The course addresses the following competencies and practice behaviors as listed in CSWE Educational Policy 2.1—Core Competencies:

E.P. 2.1.1—Identify as a professional social worker and conduct oneself accordingly.
--advocate for client access to the services of social work.

E.P. 2.1.2—Apply social work ethical principles to guide professional practice.
--recognize and manage personal values in a way that allows professional values to guide practice.

E.P. 2.1.3—Apply critical thinking to inform and communicate professional judgments.
--distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.
--analyze models of assessment, prevention, and intervention, and evaluation

E.P. 2.1.4—Engage diversity and difference in practice.
--Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
--gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

E.P. 2.1.5—Advance human rights and social and economic justice.
--understand the forms and mechanisms of oppression and discrimination.
--advocate for human rights and social and economic justice.
--engage in practices that advance social and economic justice.

E.P. 2.1.6—Engage in research informed practice and practice informed research.
--use research evidence to inform practice.

E.P. 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
--analyze, formulate, and advocate for policies that advance social well-being
--collaborate with colleagues and clients for effective policy action

E.P. 2.1.9—Respond to contexts that shape practice.
--continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
--provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

C. **Required Text(s) and Other Course Materials:**

Readings will be assigned from the textbooks and may be augmented with class handouts. Additional readings may be assigned that are both relevant to course material and will enhance student learning. A combination of lecture, discussion and in-class and out-of-class exercises (individual and small group) will highlight the major concepts covered in the course.


**Supplemental Texts:**


D. **Additional Recommended Text(s) and Other Course Materials:**

Additional readings may be posted on Blackboard

E. **Major Course Assignments & Examinations:**

**In the news segment:** The news media are viewed as enormously powerful with a strong role in many aspects of governance. As a policy student, the better question to ask is, should journalists, who are not elected by the people, have this much power, and can they exercise it effectively? Each day at the beginning of class, you will be randomly called upon to discuss any aspects of the news of the day, i.e. what the story is about, how it is told and presented and your personal analyses and critique of the story.

**Required Media:**

1. The New York Times (or Los Angeles Times, Washington Post, etc.) The NYT is available online at: www.nytimes.com The Times also offers a student discount rate on student subscriptions to hard copy editions.
2. The NewsHour with Jim Lehrer (Mon-Fri, on Public TV). In the local area there are at least 3 showings of the NewsHour per evening (6pm; 9pm; and again around midnight). Check your local listings. The NewsHour is online at www.pbs.org/newshour.

Supplemental Media:
- Local Newspaper (Dallas Morning News)
- CNN News and Policy discussions
- “All Things Considered” and/or “Morning Edition” on National Public Radio. This can be accessed locally via KERA-FM (90.1) or KKXT-FM (91.7)
- Evening Network News - (CBS, ABC, NBC)

Additional Materials:
All additional reading materials, e.g. journal articles are available on Blackboard in the folder titled, Course Materials under respective session folders (weekly sessions). PowerPoint slides are also available in the session folders. You are responsible for downloading PowerPoints for each class prior to the class. No hard copies will be provided.

Requirements for Course
Students will be graded through written assignments, examinations, presentations, class participation and attendance. An overall grade will be based on the following areas:

Class participation and attendance (10 points)
Due: points to be determined after last day of class.

The instructor will award active learning points based upon observation and quality of discussions, e.g. in the news segment.

Specific assignments

1. Weekly Reading Quizzes: A fifteen-question quiz will be administered on Blackboard each week. The quiz will cover important concepts of the readings assigned for the week from the textbook. Students will have up to midnight Sunday of class week to complete the quiz on the assigned chapter(s). It is improbable that you can skim through the chapter and adequately answer the questions; the quiz requires investment of time to adequately respond to the questions. This segment constitutes 19.5% of your final grade (see grading section). Please ensure that you have a working computer and Internet. The instructor WILL NOT reset the quiz for you for a retake after the assignment is closed. Please schedule to take your quiz early and not during the last hours.

2. Policy Debate Topic Due: Partner selection and tentative debate topic
   January 28) (20 points)
   
   Two students will work jointly to select a topic to debate any social policy issue of interest. A good place to start is reading Karger, H. J., Midgley, J., kindle, P. A., Brown, C.B. (2007). “Controversial Issues in social work.” Both will prepare a one- page outline of the policy they propose to debate and receive the instructor’s approval for the selected topic. The problem topic should be specific and clear, i.e. what problem does the policy address and why is it important? Clearly identify the problem, name it, and describe its magnitude. For example, you may state, 50% of HIV+ individuals in Washington DC have no antiviral drugs and that if nothing is done, they will die. Defend this assertion or disagree with it by providing factual evidence. Effective debate skills are essential in policy advocacy. This experiential exercise will give you the opportunity to improve your debate skills. The two students will argue opposing sides of a current
policy issue. The class will evaluate the quality of the debate based on an evaluation rubric given by the instructor. Students will prepare PowerPoints to facilitate their debate discussions. Please submit your PowerPoint slides to the instructor at least 2 days before your actual presentation for feedback.

3. **Policy Proposal 1 page summary (5 points) Due February, 25 (hard copy in class).** You will work in pairs to submit a 1-page policy proposal summary (see below) describing the social welfare policy selected for your proposed legislative analysis project. You must meet with the instructor for his **approval** of the selected topic and discuss how you plan to move forward before you submit your policy proposal. This will be a short one-page summary, single-spaced, succinctly giving an overview of your legislative proposal. It should include all the outline elements for the paper given at the end of this syllabus (rubric). In fact, it is wise to write your proposal summary as is in the outline (i.e. a-i) and just plug in the information you find relevant. Covers student learning objectives 1-9.

4. **Attend a City Council Meeting and write a report of not more than 800 words on the proceedings of the day under the following guidelines:**
   1. State why you chose this particular city council meeting.
   2. What is the organizational structure of the city?
   3. What was the agenda of the day when you visited?
   4. Analyze the actions and interactions of the committee or council.
   5. Discuss the relationship between what is observed in the council or committee, and the legislative framework analyzed in class, especially as outlined in chapter 2 of the text.

**Policy Analysis Paper (40 points) Due May 6 in SafeAssign**

This assignment will require students, in pairs, to write a policy analysis paper on a Bill or Act (state, federal or from a different country). The policy analysis paper is the core of the course and must be thoroughly researched and well written (Follow the provided outline and rubric).

Grade Scale
- A= 90-100
- B= 80-89
- C= 70-79
- D= 60-69
- Fail= 59 or lower 5.5%

**F. Grading Policy:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Weekly Reading Quizzes</td>
<td>19.5%</td>
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<tr>
<td>Class Presentation</td>
<td>20%</td>
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<tr>
<td>City Council Meeting</td>
<td>10%</td>
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<tr>
<td>Policy Proposal</td>
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<tr>
<td>Class Participation</td>
<td>10%</td>
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<tr>
<td>Final Paper</td>
<td>40%</td>
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**G. Make-Up Exam or Assignment Policy:**

This will be discussed on individual basis.

**H. Attendance Policy:**
At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section:

I suggest that it is extremely important to be on time to class. More than two absences will affect your grade. Participation will involve being proactive and present in class, engaged and contributing to active learning. The instructor will award active learning points based upon observation and quality of discussions, e.g. in the news segment.

I. Course Schedule:

January 21: Session 1

Topic: INTRODUCTION TO THE COURSE—Syllabus overview and assignment: No assignment due.

January 28: Session 2

Topic: INTRODUCTION TO SOCIAL WELFARE POLICY: What is Social Policy?
Assignment: Quiz 1 on Blackboard. It covers today’s readings.

Required readings:

February 04: Session 3

Topic: SOCIAL WELFARE POLICY RESEARCH Assignment: Quiz 2 on Blackboard. It covers today’s readings.

Required readings:

February 11: Session 4

Topic: RELIGION & SOCIAL WELFARE POLICY
Assignment: Quiz 3 on Blackboard. It covers today’s readings.

Required readings:

February 18: Session 5

Topic: THE VOLUNTARY SECTOR
Assignment: Quiz 4 on Blackboard. It covers today’s readings.
Required readings:
1. Karger & Stoesz, Chapter 06: “The Voluntary and For-Profit Sectors”

February 25: Session 6

Topic: PRIVATIZATION; HUMAN SERVICE CORPORATIONS
Assignment: Quiz 5 on Blackboard. It covers today’s readings.
Policy Proposal 1-page summary due February 25

Required readings:

March 04: Session 7

Topic: INTERNATIONAL PERSPECTIVES
Assignment: Quiz 6 on Blackboard. It covers today’s readings.
World Summit on Economic Development: Each student will select a developing country of their choice and inform the class about:
1. Country of choice;
2. System of government
3. Political economy
4. Economic development including per capita income, educational level, infant mortality rate
5. Life expectancy
Suggest at least 2 economic strategies you propose for country and why.

Required readings:

March 18: Session 8

Topic: DISCRIMINATION & POVERTY
Assignment: Quiz 7 on Blackboard. It covers today’s readings.

Required readings:

March 25: Session 9

Topic: THE MAKING OF GOVERNMENTAL POLICY; ADVOCACY
Assignment: Quiz 8 on Blackboard. It covers today’s readings.
Required readings:
Karger & Stoesz, Chapter 08: “The Making of Governmental Policy.”

April 01: Session 10

Topic: MENTAL HEALTH POLICIES
Assignment: Quiz 10 on Blackboard. It covers today’s readings.

Required readings:

April 08: Session 11

Topic: SOCIAL INSURANCE PROGRAMS
Assignment: Quiz 9 on Blackboard. It covers today’s readings. Final paper draft due to peer for review (see rubric below).

Required readings:
   2. Read the chapters on New Deal, War on Poverty and Axinn and Stern (all on Blackboard under this week’s readings).
      Watch Harry Hopkins and the Works Progress Administration:
      https://www.youtube.com/watch?v=YfCJQBnPqNM

April 15: Session 12

Topic: The Politics of Food Policy
Assignment: Quiz 11 on Blackboard. It covers today’s readings.

Required readings:
   1. Karger & Stoesz, Chapter 17: “The Politics of Food Policy and Rural Life”

April 22: Session 13

Topic: Criminal Justice
Assignment: Quiz 12 on Blackboard. It covers today’s readings.

Required readings:

April 29: Session 14:

Topic: Child Welfare Policy, REVIEW, WRAP UP
Assignment: Quiz 13 on Blackboard. It covers today’s readings

Final Paper due in SafeAssign by 7PM (Policy Analysis Paper)

May 06: Wrap UP Required reading:
Karger & Stoesz, Chapter 15

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<tr>
<th>Session</th>
<th>Date</th>
<th>Session Topic</th>
<th>What’s Due?</th>
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<tbody>
<tr>
<td>1</td>
<td>01/21</td>
<td>Course Overview and Introductions</td>
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<tr>
<td>2</td>
<td>01/28</td>
<td>What is Social Policy?</td>
<td>Quiz 1</td>
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<tr>
<td>3</td>
<td>02/04</td>
<td>Social welfare policy research</td>
<td>Quiz 2 1 (Partner selection &amp; tentative debate topic) [Census]</td>
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<td>4</td>
<td>02/11</td>
<td>Religion and social welfare policy</td>
<td>Quiz 3</td>
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<td>5</td>
<td>02/18</td>
<td>The voluntary sector</td>
<td>Quiz 4</td>
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<td>6</td>
<td>02/25</td>
<td>Privatization; human service corporations</td>
<td>Quiz 5 (Policy Proposal 1-page summary)</td>
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<td>7</td>
<td>03/04</td>
<td>International perspectives</td>
<td>Quiz 6</td>
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<td>8</td>
<td>03/11</td>
<td>Spring Break</td>
<td>NO CLASS</td>
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<td>9</td>
<td>03/18</td>
<td>Discrimination and poverty</td>
<td>Quiz 7</td>
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<td>10</td>
<td>03/25</td>
<td>The making of governmental policy; advocacy</td>
<td>Quiz 8</td>
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<td>11</td>
<td>04/01</td>
<td>Mental Health policies</td>
<td>Quiz 9</td>
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<td>12</td>
<td>04/08</td>
<td>Social insurance programs</td>
<td>Quiz 10 (Draft to student peer for review in class)</td>
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<tr>
<td>13</td>
<td>04/15</td>
<td>The Politics of Food Policy</td>
<td>Quiz 11 (Edits back to student author)</td>
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<tr>
<td>14</td>
<td>04/22</td>
<td>Criminal Justice Last day</td>
<td>Quiz 12</td>
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<tr>
<td>15</td>
<td>04/29</td>
<td>Child Welfare Policy/ Course Overview</td>
<td>Quiz 13 City Council Report due</td>
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<td>05/06</td>
<td>Wrap-up</td>
<td>Quiz 14 Policy Analysis Paper (due at midnight in SafeAssign)</td>
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As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Should technical problems arise with course delivery, alternate but equivalent assignments may be given so long as the overall learning objectives, general time frame and grading structure for the course are sustained.

Note: Grades will be posted to the campus MyMav system at course completion and made available on the University Schedule for posting of grades. Grades cannot be given by email or individually by the instructor, per University Policy.
J. Expectations for Out-of-Class Study:

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc. Students will be expected to spend up to 10 hours outside of class time completing community service hours or interviewing a Social Worker.

K. Grade Grievance Policy:


L. Student Support Services:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit or contact Ms. Jennifer Malone, Coordinator of the Office of Student Success and Academic Advising located on the third floor of Building A of the School of Social Work Complex. Dr. Chris Kilgore serves as a writing coach and resource as well and has posted an online writing clinic. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

M. Librarian to Contact:

The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: dillard@uta.edu or by Cell phone: (817) 675-8962. Below are some commonly used resources needed by students in online or technology supported courses: http://www.uta.edu/library/services/distance.php
The following is a list, with links, of commonly used library resources:
  Library Home Page .................. http://www.uta.edu/library
  Subject Guides..................... http://libguides.uta.edu
  Subject Librarians................. http://www-test.uta.edu/library/help/subject-librarians.php
  Database List ...................... http://www-test.uta.edu/library/databases/index.php
  Course Reserves ................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
  Library Catalog .................... http://discover.uta.edu/
  E-Journals .......................... http://utalink.uta.edu:9003/UTAlink/az
  Connecting from Off- Campus .. http://libguides.uta.edu/offcampus
  Ask a Librarian ..................... http://ask.uta.edu

N. Emergency Exit Procedures:

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.
O. Drop Policy:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://www.uta.edu/aaofao/).

P. Americans with Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the **Americans with Disabilities Act (ADA).** All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Q. Title IX:

The University of Texas at Arlington is committed to upholding U.S. Federal Law “**Title IX**” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

R. Academic Integrity:

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

> I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System **Regents’ Rule 50101, §2.2,** suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

S. Electronic Communication:
UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

T. Student Feedback Survey:

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

U. Final Review Week:

This ONLY applies to courses administering a major or final examination scheduled in the week and locations designated for final examinations following last classes. A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

V. School of Social Work - Definition of Evidence-Informed Practice:

Evidence-informed practice (EIP) is a guiding principal for the UTA-SSW. This approach is guided by the philosophy espoused by Gambrill (2006) and others who discuss evidence-based practice (EBP). Though many definitions of EIP/EBP saturate the literature, we offer two definitions that most closely define our understanding of the concept and serve to explicate our vision of EIP for the UTA-SSW:

The use of the best available scientific knowledge derived from randomized, controlled outcome studies, and meta-analyses of existing outcome studies, as one basis for guiding professional interventions and effective therapies, combined with professional ethical standards, clinical judgment, and practice wisdom (Barker, 2003, p. 149). ...the integration of the best research evidence with our clinical expertise and our patient’s unique values and circumstances (Strauss, et al., 2005).

The University of Texas at Arlington School of Social Work vision statement states that the “School’s vision is to promote social and economic justice in a diverse Environment.” Empowerment connects with the vision statement because, as Rees (1991) has pointed out, the very objective of empowerment is social justice. Empowerment is a seminal vehicle by which social justice can be realized. It could well be argued that true social justice cannot be realized without empowerment. Empowerment, anchored with a generalist base, directs social workers to address root causes at all levels and in all contexts, not simply “symptoms”. This is not a
static process but an ongoing, dynamic process, a process leading to a greater degree of social justice and equality.

University of Texas at Arlington-School of Social Work: Definition of Empowerment
Empowerment is defined by Barker (2003:142) as follows: In social work practice, the process of helping individuals, families, groups, and communities increase their personal, interpersonal, socioeconomic, and political strength and develop influence toward improving their circumstances.

Note: Please also consider conserving paper by formatting and two-sided printing of syllabi with ½ inch margins. Please help our fragile environment by recycling all paper when finished, as well as plastic bottles, cans, etc., in the many recycling stations available in the Social Work Complex. Thank you.

Policy Analysis Paper Guidelines
This is a process that will require adequate time and preparation. You will partner with any member of your class cohort for this project. Working in partnership can be tricky. Please identify any problems you may have early enough so we can solve them before they escalate and become unmanageable. A thorough and meticulous quality work is expected. The purpose of the policy analysis project is to provide you the opportunity to understand the legislative process. You will choose a topic on a social problem of your interest. It may include but not limited to the following topics: HIV/AIDS, Mental Health, Substance Abuse & Child welfare, etc. This project is worth 40% of the final grade. Choose a social welfare policy Bill/Act on any topic approved by the instructor. The Bill or Act might have already been introduced or passed in the Texas legislature, the U.S. Congress or in a parliament of a particular country. Students should evaluate the legislative history of the issue; synthesize the Bill/Act to analyze its efficacy using the policy analysis model by Karger and Stoesz. Here are the individual components of the Policy Analysis Project:

Policy Paper Important Dates:
Draft given to student peer for review: April 08 Edits back to student author: April 15
Final Paper submitted in SafeAssign: May 06
Please note: It is important that you return the reviewed paper to the owner on November 06, failure to do so will affect your participation grade

Policy Proposal (05 points) Due: February 25

You will work jointly with a partner as stated above to submit a 1-page Policy Proposal (see below) describing the social welfare policy selected for your proposed legislative analysis project. You must meet with the instructor for his approval of the selected topic and discuss how you plan to move forward before you submit your proposal. The expectations here are that you share the work equally. Please let the instructor know early enough what problems you might be having working with your partner.

Policy Proposal Rubric
This is a 1-page overview of your final paper as outlined below. The instructor will provide a blueprint template to help in drafting this segment. It is a 1-page (maximum). Use the outline below to make sure you exhaust every area in your policy proposal. Please DO NOT provide an outline in bullet points.
Policy Paper (40 points):
Due April 08 (Student peer). Due May 6
(SafeAssign).

Policy Paper
You should spend 6-8 double spaced pages covering the following broad topic that had been covered in your proposal earlier and specifics to the extent they are relevant to the Bill/Act you selected:

(a) A brief introduction of the bill stating its importance for social welfare policy in Texas or the nation. Thus, the introduction should effectively introduce the topic and clearly state why the topic/bill is important for social welfare policy (about 1 paragraph).

(b) A description of the problem/issue that necessitated or preceded the Bill/Act. Does your paper clearly define the problem? Does it identify the affected population? Does it highlight the impact of the problem? Does it show the urgency of the issue? For example, if you are talking about Ending the epidemic Act, or Cure for AIDS Act, or President’s Emergency Plan for AIDS Relief (PEPFAR), etc., describe the nature of the problem that necessitated the Act? How widespread was / is it? How many people are affected? Who (everyone? the poor? particular age groups?) is affected and how? What are the known or suspected causes of the problem? How will (or does) the policy address the problem? (about 1-2 paragraphs).

The historical background of the bill. Does your paper provide a historical context for the Bill/Act? How much attention has this problem received historically? How has the problem been handled previously? What is the legislative history of the Bill/Act? Has it changed over time, how? What recent events led to the creation of the Bill? What are the policies of other states or countries regarding the problem/issue? (about 1-2 paragraphs)

(c) A thorough description of the policy. What resources or opportunities is the policy expected to provide for people affected (e.g., economic opportunity, cash, in-kind services, redistribution of goods and services, empowerment, status, preventive services, education, other)? Who will be covered by the policy and how (e.g., selective entitlement, universal entitlement, means testing, other)? How will the policy be implemented? What is the policy’s intended short- and long-term goals and intended outcomes? Under what administrative auspices will the policy be further developed and implemented? What funding is needed? What provisions are made for overseeing, evaluating, and coordinating policy implementation? What criteria will be used to determine the policy’s outcomes and effectiveness? How long is the policy expected to exist (i.e., is there a specific requirement for review and continuation)? On what knowledge base or scientific grounding, if any, does the policy rest? Is there empirical evidence that the policy may achieve its intended result? (about 1 ½ pages). Your paper should address most of these questions as deemed relevant to your paper.

(d) Identification of individuals and groups concerned about the policy issue and their positions on the matter. Each student is encouraged to interview concerned individuals and groups (including elected officials, legislative assistants, members of citizens' or advocacy groups, human service providers, consumer groups, and others) and to attend meetings of organizations, agencies, and committees where the issue is discussed. Do not simply list the individuals and groups concerned and their positions. Information leaned from these activities, as well as your review of the literature, should be discussed in detail. What are their arguments for or against the bill? Are their arguments based on evidence? What biases color their views on this issue? (about 1 page).
(f) **An analysis of the policy.** Parts f, g, and h are the heart of the paper and should comprise about half the length of the paper. Your analysis should utilize Karger and Stoesz policy analysis model in your text. Address issues such as the value premises or ideological assumptions that underlie the policy. Are the goals just, democratic, and attainable? Do they contribute to a better quality of life by promoting social and economic justice, self- determination, self-realization, civil liberties or rights, empowerment, or other benefits, or do they adversely affect the quality of life of the target or other groups? The analysis should drive the way you use the model. The analysis should not be forced to fit the model (about 1 page). In other words, please organize your work to incorporate all the elements of the policy analysis model.

(g) **Your conclusions.** Based on your objective analysis, what conclusions have you reached about the proposed policy? Are the goals politically feasible (i.e., is there sufficient support to pass the proposed legislation or to sustain its implementation)? Is public sentiment favorable toward the goals? Are the goals of the proposed policy (i.e., is sufficient funding available to implement the policy and is it likely that funding will be continued as needed in the future)? Are the goals administratively feasible (i.e., are there responsible administrative agencies capable of effectively implementing the policy to achieve its stated goals)? Are there alternative policies that might better achieve the goals? Is the policy important enough to justify the expenditure of scarce resources? (about 1-2 paragraphs to 1 page). This should be your conclusion and not your opinion.

(h) **Your recommendations.** What are your recommendations regarding the proposed policy? Do you recommend it as it is currently stated? Would you suggest modifications? How would you improve it? Your recommendation should demonstrate clear critical skills and analyses (about 1-2 paragraphs). A good recommendation drives information from the analysis provided and informed by the conclusions made.

Finally, your paper should have at least five scholarly references. Include both theoretical and empirical scholarly references. Scholarly references should be recent (2003 to present). Be careful about dubious sources of information (e.g., non-scholarly references on the internet) for your information. You may ALSO include references from the popular literature (newspapers, magazines) but these do not substitute for the minimum of 5 scholarly references.

*Please note: The policy brief should be a balanced, unbiased, critical evaluation of the policy issue or proposal, presenting accurate and fair empirical evidence, as well as the positions of proponents and opponents. No matter how strongly you feel about the policy issue, you are presenting an objective analysis to help others make informed decisions. The instructor will try to provide a sample paper of what is expected.*

**Have a productive semester!**