

**BELMONT UNIVERSITY
SCHOOL OF SOCIAL WORK**

SWK 5700 – Social Work Policy Analysis and Advocacy

Instructor: Dr. Carmen Reese Foster, LMSW, LSSW

Class Credit: 3 credit hours

Office: JMC 403 C

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Class Location: JMC XXX

Class Time: Wednesdays, 12:30-3PM

Office hours: T/W: 9-12, R: 10-12

(Please use the scheduling [link](#) or if you need a different time, please email me.)

I. Course Description

This course examines the history of social welfare policy in the United States and analyzes the values and assumptions that form the foundation of social welfare policies and programs. This course introduces students to the key social policies and programs that shape current social work practice while providing a historical context for how they came to be.

II. Pre-requisites

None

III. Course Objectives and Competencies For Practice

Course Objectives

Upon completion of this course, in accordance with the program mission:

1. Students will apply an understanding of the political, social, and economic histories that have shaped the delivery and financing of major social welfare policies, in assessing differing impacts.
2. Students will understand the social work role in policy making processes across the micro, mezzo, and macro levels, including the use of advocacy and empowerment.
3. Students will understand how social workers intervene and engage in micro, mezzo, and macro advocacy.
4. Students will demonstrate an understanding of the reciprocal and iterative nature of social welfare policy, social work practice, and social work research and evaluation.
5. Students will analyze social welfare policies related specifically to service delivery from a trauma informed perspective.
6. Students will critically reflect on how racism, diversity, oppression and discrimination shape policy formation, implementation, and evaluation.
7. Students will understand the influence of politics, economics, and cultural and social values on the development and implementation of policy at each level of practice.
8. Students will demonstrate knowledge of the values, purpose, and roles the social work profession practices within the contexts of policy systems and program administration at multiple levels of government.

Definition of Generalist Practice and Associated Competencies

As defined by the Council on Social Work Education (2022): “Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo and macro levels. Generalist practitioners

engage diversity in their practice and advocate for human rights and social, racial, economic, and environmental justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context of professional practice.”

MSW graduates are expected to demonstrate the integration and application of the nine core competencies related to generalist practice identified by the Council on Social Work Education (2022), the accrediting body for all social work academic programs. The content and assignments in this course are designed to introduce, and/or reinforce selected practice behaviors associated with this course, and to assist students in developing the competency in these core areas:

EPAS 2022 Generalist Practice Competencies Associated with This Course **Demonstrate Ethical and Professional Behavior**

Practice Behaviors:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; (Objective 1)
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; (Objective 2)
- Use supervision and consultation to guide professional judgment and behavior. (Objective 1)

Engage Anti-Racism, Diversity, Equity, and Inclusion in Practice

Practice Behaviors:

- Engage in practices that advance human rights to promote social, racial, economic, and environmental justice; (Objective 6)

Advance Human Rights and Social, Economic and Environmental Justice

Practice Behaviors:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and (Objectives 3,4,5)
- Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences (Objectives 3,4,5)

Engage in Practice Informed Research and Research Informed Practice

Practice Behaviors:

- Apply research findings to inform and improve practice, policy, and programs; and (Objectives 4, 5)
- Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work. (Objectives 1, 7)

Engage in Policy Practice

Practice Behaviors:

- Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and; (Objective 2)
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.; (Objectives 1-8)

IV. Course Format and Methods of Instruction

Our class sessions will consist of:

- Discussions of Readings and course material
- Small group exercises and assignments
- Video presentations
- Instructor Lecture

V. Course Requirements and Assignments

The intent of the course requirements is to provide a means of assessing the degree to which both the students and instructor are able to meet the above noted course objectives.

Texts

Hoefler, R. (2019). *Advocacy practice for social justice*. Chicago, IL: Lyceum.

Myers-Lipton, S. (2023). *CHANGE! A Student Guide to Social Action* (2nd ed.). Routledge.

Readings on Reserve

Assignments:

The assignments for this course are noted below. Additional details related to each can be found on Canvas. All due dates are noted in the course outline.

1. *Attendance and Participation:*

Students are expected to attend class regularly and to participate in class discussion. Belmont University is committed to the idea that regular student engagement is essential to successful scholastic achievement. Attendance and engagement are assessed from the first class meeting, and roll is taken daily. Participation will be assessed daily by your level of preparedness for class, as evidenced in your engagement in class, and your use of professional self. Assessment will be such that students are 1 = present, 2= moderately engaged/professional, 3=Full credit. Students arriving 5 minutes after the start of class will receive a reduction in their daily participation grade. Students arriving 30 minutes or more after the start of class will be marked absent for the day.

2. *Quizzes: (5 total will count towards your grade)*

The purpose of these very short quizzes (i.e., less than 5 minutes) is to encourage reading. In order to encourage reading, you will be given short quizzes throughout the semester. If you do the reading for each class, these short quizzes will be very easy to answer.

3. *NASW Legislative Policy Analysis and Presentation:*

The Social Work Legislative Conference is an annual event, known as Social Work Day on the Hill, coordinated by the Tennessee Chapter of NASW. This event is attended by social work students, faculty and practitioners from across the state. A highlight of the legislative conference is policy poster presentations by students from Tennessee universities and colleges. Each attending school is invited to bring one policy poster to display and to select one student to present the policy poster, using a maximum 5-minute PowerPoint presentation. A panel of Tennessee social work policy experts selects the winning policy poster based upon specific criteria. The winning BSW and MSW schools receive a plaque to display at their university.

Belmont Participates in this contest annually and students from this class prepare an analysis and presentation of said analysis at the NASW meeting **on March 25**.

3. *Social Action and Policy Analysis Paper Assignment and Belmont SPARK Symposium*

The Belmont SPARK Symposium provides students an opportunity to conduct independent research and present it to a community of peers. Each spring students at Belmont gather to present their findings, listen to eminent speakers, and enjoy the company of fellow researchers. It is at this event that you will present your policy analysis to the Belmont community.

The basis for this presentation is a policy analysis paper specific to the Tennessee General Assembly Session. This paper is detailed in the appendix of the syllabus and is due during the final exam period. This group paper should reflect and respond to the general guidelines presented in the appendix and based on the framework for policy analysis presented in your SWK 5500 class. This will be discussed at greater length in class.

5. ***Policy Portfolio:***

The policy practice portfolio is another way for you to demonstrate skills in policy practice. Elements of the portfolio are due throughout the semester. The first two of the five items will be completed by mid-term. The portfolio will be graded as a whole in terms of effectiveness in communication, competency in practice skills, and the level of professionalism displayed. (Each item is worth 20pts, for a cumulative total of 100) The portfolio includes:

- **Elevator Speech**

This is a 2-3 minute persuasive speech related to a bill currently before the TN General Assembly. This speech will be the platform by which we select groups for a semester long projects described above. Your speech should inform, and persuade the class of the importance of the issue addressed in or related to the bill as well as present its connection to Social Work values and ethics. Consider efforts related to ADEI in your speech as well as ways the bill may impact social work practice and/or practitioners.

- **Elected Official Background Information**—provide a list of three elected officials you plan to contact and a two-paragraph summary on each legislator's hometown, family information, education, professional background, committee assignments, legislative interests, personal interests and hobbies, and highlights of relevant news stories (especially those related to the advocacy topic).

- **An Advocacy Letter to Elected Official at Any Level of Government**

In your letter, you should identify the problem/issue at hand, discuss the importance of the issue to the social welfare of a population group, and make a request for action and intervention (form a task force, vote a certain way, introduce a bill, etc.). You will receive feedback on the letter before you send it, if you desire to do so.

- **A Written Report of a Verbal Conversation with Elected Official**

This conversation should be with an elected official at any level (or his/her staff member). This conversation can be in person or on the phone. This conversation can be conducted in coordination with your group project, however, I would encourage you to speak to several elected officials with regard to your area.

Your report should include:

- Name and title of person with whom you spoke
- The date and time of meeting
- One key takeaway
- *This conversation should be with someone connected with the legislation you selected for your SPARK Symposium project.*

- **A Summary/Reflection on a Meeting with a Social Worker**

Your meeting should be with a social worker at a local social service agency. You may schedule the meeting at any service agency of your choosing, but the person you meet with should hold a social work degree. At a minimum, you should ask:

- How do federal and state policies affect the work he/she does with clients?
- How are agency policies developed and evaluated?
- To what extent does the agency engage in the political arena?
- (Note, if the person you initially interview has a lot of “I don’t know” responses, that’s interesting data, but you should ask to talk to someone else as well.)
- This conversation may be conducted with more than one person from our class *but is* to be considered an *independent reflective* assignment and should ideally be with someone connected with the legislation you selected for your SPARK Symposium project.

Your report should include:

- Name and title of person with whom you spoke
- The date and time of meeting
- One key take-away from the meeting.

- **Summary of Attendance at a Public Forum**

This meeting should be a public meeting wherein where policy decisions are made. It could be a board of directors meeting for an agency, a city council meeting, general assembly committee hearing, school board meeting, etc. This meeting may be attended with more than one person from our class, but should be reported individually.

Your report should include:

- Name, date and time of the session/forum.
- Agenda (can be attached or linked).
- One key take away from your attendance.

Evaluation

Every assignment will be graded out of 100 points. However, each one is weighted differently such that each is different percentage or value in calculating your overall course grade. Your course grade will be based on the following:

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Attendance & Participation		5%
Quizzes		25%
Policy Portfolio		30%
• Elevator Speech & Prop. Assessment		5%
• Elected Background Information		5%
• Advocacy Letter		5%
• Summary of Meeting with Elected Official		5%
• Summary of Meeting with a Social Worker		5%
• Public Forum Summary		5%

SPARK Symposium Assignments	40%
• Abstract and Introduction	5%
• Literature Review Draft	5%
• Recommendations/Values	5%
• Final Policy Analysis Paper	20%
• Presentation (w/slide deck)	5%

Grading Scale

The following grading scale will be used in determining your grades for this course:

95-100	A
92-94	A-
89-91	B+
86-88	B
83-85	B-
80-82	C+
75-79	C
74-76	C-
71-73	D+
68-70	D
65-67	D-
Below 64	F

Policy on Changes to Schedule

The following is the course outline for this semester. There may be instances wherein this schedule will be altered or class sessions moved to an online format. Should this be necessary, students will be notified of the changes by email at the earliest possible time and an announcement will be posted on Canvas.

VI. Weekly Activities

Week	Date	Class Overview	Readings	Assignments
1	1/7	<i>Introduction to the course – an invitation!</i> <ul style="list-style-type: none"> Obtain required materials Familiarize yourself with our Canvas page 		
2	1/14	<i>Social Work Practice and Policy:</i> <ul style="list-style-type: none"> Exploration of Readings Introduction of <i>NASW Speaks</i> The tension between the personal and the <i>professionally</i> political 	Hoefer Chapter 1 & 2 Myers-Lipton, Chapter 1&2	Quiz #1
3	1/21	<i>Getting Involved :Factors Influencing Political Activity</i> <ul style="list-style-type: none"> Social (In)Justice as one such factor 	Weiss-Gal (2017)	

		<ul style="list-style-type: none"> Barriers to engagement and examination of ways to overcome these 	Rome & Hostetter (2010) Hoefer Chapter 3 Myers-Lipton Chapter 3	
4	1/28	<i>Values, Intersectionality and Ideology in the Political Advocacy Process</i> <ul style="list-style-type: none"> Exploration of Hoefer's model for understanding the issues impacting our clients. Share genograms and comfortability in the political sphere. 	Hoefer Chapter 4 Myers-Lipton Chapter 4&5	Quiz #2
5	2/4	<i>Elevator Speeches and DOTH Consensus Building</i> <ul style="list-style-type: none"> Elevator speeches in class Consensus regarding policy and speaker for DOTH reached. Tasks assigned as needed for DOTH SPARK groups created 	Prepare as needed	Legislative Proposal Assessment
6	2/11	<i>Advocacy Planning: Defining Goals and Determining How to Reach Them</i> <ul style="list-style-type: none"> How to approach planning in your project Defining goals and determining how to reach them Application to your group's bill 	Hoefer Chapter 5 Myers-Lipton Chapter 6	
7	2/18	<i>Education, Persuasion, Negotiation</i> <ul style="list-style-type: none"> Explore each of these three aspects of advocacy We will apply these to your group's bills 	Hoefer Chapter 6 Myers-Lipton Chapter 7	Abstracts and Introductions Due Quiz #3
8	2/25	<i>Writing to Change World</i> <ul style="list-style-type: none"> Discussion and analysis of writing as advocacy. What is a good letter and why? Engaging in written advocacy. How to evaluate using Pipher? 	Pipher (2008), King, <i>Letter from A Birmingham Jail</i>	Elected Background Information Due

9	3/4	SPRING Break No Class		
10	3/11	<i>Effective Presentation of Material</i> <ul style="list-style-type: none"> • Conventional/traditional efforts • Social Media and its use in advocacy • Examples of effective and ineffective uses of media • Ethics and the use of electronic mediums 	Hoefer Chapters 7 and 8 Myers-Lipton Chapter 8&9 Guo and Saxton (2014)	Quiz #4 Literature Review Draft
11	3/18	<i>Day on the Hill Preparation:</i> <ul style="list-style-type: none"> • Poster execution and printing • Logistics of traveling to capital • Practice for class • SPARK group work 		Policy Portfolio Letter
12	3/25	TN NASW Social Work Day on the Hill		
13	4/1	<i>Evaluating Advocacy and Ongoing Monitoring</i> <ul style="list-style-type: none"> • Defining Success and ensuring you can measure and report it. • Monitoring the implementation of legislation and policy • Attending to the regulatory and budget phases of policy implementation. It's more exciting than it sounds! 	Hoefer Chapters 9 and 10 Myers-Lipton Chapter 10	Quiz #5 Outline of Recs and Connection to Values
14	4/8	<i>Agency Level Advocacy and the Importance of Case Level Orientation</i> <ul style="list-style-type: none"> • How agency policy impacts practice • Application of analysis tools to agency policies encountered in your practicum • In class case study 	Myers-Lipton Chapter 11	
15	4/15	<i>Putting it Together:</i> <ul style="list-style-type: none"> ○ Addressing loose ends and clarifying muddy points. ○ Impressions of Advocacy ○ Present interview content from Social Work Interviews to 	Hoefer Chapter 11 Fyall and Allard (2017)	Interviews with an Elected Official <i>and</i> a Social Worker <i>and</i> Summary of Public Forum Attendance Due

		connect Policy to Practice in your area of interest		
16	4/22	SPARK SYMPOSIUM Presentations		Final Presentation
17	4/29	<i>Final Exam Period:</i> <ul style="list-style-type: none"> • Addressing loose ends and clarifying muddy points. • Impressions of Advocacy • Present interview content from Social Work Interviews to connect Policy to Practice in your area of interest • Evaluation of group work 		Final Policy Analysis Paper Due

VII. Accommodation of Disabilities

In compliance with Section 504 of the Rehabilitation Act, Belmont University will make reasonable accommodations for students with disabilities. Students with needs for academic or other accommodations should contact the Office of the Dean of Students in the Beaman Student Life Center as soon as possible. For complete details, see the brochure, “Meeting the Needs of the Students with Disabilities,” available in the Office of the Dean of Students.

VIII. Course Evaluation

Each student is expected to participate in the on-line evaluation of the course and of the professor at the close of the semester. In addition, the instructor may make use of periodic in-class evaluations and/or peer evaluations in order to ensure that the needs of students are met throughout the semester. These evaluations may be used in presentations or publications regarding the course, and or teaching the course material. No identifying information will be shared and no student work will be used without the express consent of the student.

IX. Honor Pledge and Academic Dishonesty

A Bruin does not lie, cheat, or steal, and does not tolerate those acts.

Academic dishonesty includes *but is not limited to*, giving or receiving aid during examinations, fabricating or falsifying information or sources, improper collaboration, submitting the same paper for different classes without discussion with the faculty member, and plagiarism. Plagiarism occurs when writers deliberately or unintentionally use another person’s language, ideas, or materials and present them as their own without properly acknowledging and citing the source. Faculty in the Department of Social Work reserve the right to use Safe Assign to assess every written assignment submitted during the semester.

X. Student Class Attendance and Absences

Belmont University is committed to the idea that regular class attendance is essential to successful scholastic achievement. Absence is excused only in cases of illness or other legitimate cause. Attendance is checked from the first class meeting. Late registrants will have accrued some absences prior to formal registration in the course. In the case of excused absence from class, students have the right and responsibility to make up all class work missed. Roll is taken at the start of each class session. Students who arrive after the start of class will be marked “late.” [Please see attendance and participation grading for more information]. Students arriving to class 30 minutes after the start of class will be marked “absent.” Should the number of absences other than Provost’s Excused Absences exceed 20% of class meeting time for a given student, the faculty member may assign the grade “FN” (failure for non-attendance) to that student.

Appeals Regarding Absenteeism and Attendance:

Students may appeal a disputed absence matter to Dr. Jennifer Crowell Thompson, for Chair School of Social Work. Proper documentation must be provided in support of the appeal. If the appeal is approved, the student will be permitted to make up missed coursework in a timely manner.

XI. Instructor Expectations

The NASW Code of Ethics provides social workers in all settings, and social work students, with a set of values, principles and standards that inform our decision-making and professional behavior. The core values of the social work profession are: Service, Social justice, Dignity and worth of the person, Importance of human relationships, Integrity, and Competence (NASW, 2021). The Code, and in particular our adherence to these values, will serve as the framework of expectations for our interactions with each other in the physical classroom, in virtual spaces, and elsewhere in our learning community.

ADEI

The Department of Social Work at Belmont University is committed to the development of an anti-racist, inclusive community. We welcome diversity in all its dimensions, including, but not limited to, race, ethnicity and national origins, gender and gender identity, sexuality, disability status, class, age, or religious beliefs. We recognize that both overt racism and micro-aggressions cause harm to individuals and to the community itself. We also recognize that all of us are at different points in our journey to become anti-racist and inclusive. As such, there may be times where you find a reading or classroom discussion to be uncomfortable. We will strive to create a space where we can identify, discuss and challenge instances of racism, heterosexism, classism, ethnocentrism and other responses that cause harm.

Use of Technology

The Belmont School of Social Work policy states:

- Students are encouraged to take notes with pen/paper. Please place phones out of sight/face down and laptops and tablets closed so that you are not continually seeing notifications that steal away your attention. Using your devices off task during class can hurt both your learning and the learning of your peers. If you have a specific need to have your phone nearby, please let the instructor know.
- There will be times in class when devices will be used to research or engage in an activity. During these activities, the use of devices for the specific task is our focus.
- There will be times in class when students are asked to put their devices away and focus on some activity: a writing exercise, a discussion circle, student presentation, guest speaker, etc. In those activities, we will all be device free.
- To show to everyone that we are listening respectfully to one another, please remove any air pods or ear buds at the start of class.

If anyone has an accommodation that would make any of these policy items challenging in any way, please let the instructor know by e-mail prior to class. Every effort will happily be made to modify the policy accordingly. If students have any other hesitations or concerns about the policy, for any reason at all, please contact the instructor to ensure that this policy supports the work of the class, while meeting your needs as a student.

Late Work

All assignments are expected to be submitted on time. For each day an assignment is late, 10% will be taken off the final grade for that assignment. Failure to contact the professor, with any difficulty regarding completing the assignment, **prior** to due dates could result in a zero grade for the assignment. After 10

days, the grade will be a zero and no make-up of the assignment/paper will be possible without prior discussion with the professor.

Extensions on Assignments

Any extension on an assignment should be requested 24 hours before the date due. Please use the request for extension form found on Canvas. The request provides a maximum of 10 days for you to complete an assignment. If the assignment is not turned in by the date agreed upon, then the assignment will be a zero.

XII. Bibliography

SWK 5700 Social Work Policy Analysis and Advocacy ***Final Project Guidelines***

Select a bill introduced for consideration by the Tennessee General Assembly. Use the tools noted in class as well as the TN GA website. This bill should be connected to a social work practice area, social problem, or population you are deeply passionate about. This can be a bill that is ***congruent*** with our Professional Values and Ethics or it can be one that is ***incongruent*** with these.

It is required that this bill be related to social work practice or social welfare generally. One way to be certain your chosen legislation is applicable is to select a bill that is aligned with the legislative priorities of the Tennessee chapter of the National Association of Social Workers. This information is (or will be soon) available on their website and posted to our Canvas Page.

1. Conduct background research on the legislation in order to prepare an “elevator speech” to be presented to the class. This speech should include:
 - A. The bill and its sponsor as well your understanding of the issue the bill is addressing.
 - B. Your stance on the bill, in light of your *professional* values and ethics.
 - C. Why it is important for social work (for or against).
 - D. *This speech is graded and a copy of your Legislative Proposal Assessment is due at the time of your presentation.*
2. Following the presentation of speeches to the class:
 - A. The class will come to consensus on which policy/bill we would like to analyze and possibly present at TN NASW Social Work Day on the Hill in March.
 - B. The class will come to consensus on whom will present this analysis.
 - C. Groups (of 2-4) will be formed based on the bills presented in order to complete your paper and presentation.
 - D. Groups will be formed at the students’ discretion, around the same or similar policy issues as presented in the elevator speeches.
3. Prepare a written analysis of your chosen legislation. The final version of this will be due *during the final exam period*. Your paper should include:
 - A. **An Abstract**
 - Please include a brief summary of the legislation (in the vein of what is submitted for Day on the Hill. Examples of this will be offered in class).
 - B. **An Introduction to the Bill and the Issue at Hand (2-3 pages)**

- Provide an introduction to the social welfare issue pertinent to your bill. Be certain to include its relevance to the social work profession and its history.
 - Why does this matter to Social Workers?
- Provide a general overview of the current state of the issue. This might include statistics, scholarly research, and/or current events related to the issue. For example, if your bill is suggesting limiting funding for refugee services in TN you would need to include information about the broader plight of refugees in the US, in TN, using data to frame the context of the issue.
- Introduce the legislation you will be analyzing including its labels (HB/SB) and sponsors, and its components.
- Clearly state the stance your group is taking on this bill and an overview of its connection to Social Work.

C. **Literature Review (8-10 pages)**

- This section should include 8-10 quality, academic sources of information
- What does current policy in this area look like and how will this bill impact this area.
- What does the current literature suggest about your bill and its relationship to the broader social problem? What is best practice and how does this relate?
- Population
 - Who will be impacted by the legislation: Identify stakeholder groups. Stakeholders are people who have something to gain or lose if the bill is passed. Who will be responsible for enforcing it? Who is it targeting? Are there unintended populations it will impact indirectly?
 - Provide scholarly information regarding each stakeholder group and the potential impact of the bill on each.
 - Provide a general overview of the current state of the issue as it relates to the impacted population or stakeholders. This should include statistics, scholarly research, and/or current events related to the issue.
 - How does our current understanding of the issues suggest they will be impacted by the bill's passage?
 - Be certain to identify ways in which vulnerable or at risk populations and or the social work profession are impacted by the bill.
- Strengths
 - What are the specific strengths of the legislation? Use the literature to support your assertions.
 - Why are these strengths? Use the literature to support your assertions.
 - What could be enhanced in order so that it might receive your support?
- Limitations
 - What are the specific limitations of the legislation? Use the literature to support your assertions.
 - Why are these limitations? Use the literature to support your assertions.
 - What would you like to see tabled/withdrawn/amended that would strengthen the bill further?

D. **Three to Five Specific Recommendations (3-6 pages)**

- Given your research (and the above examination of strengths and weaknesses), what do you recommend the General Assembly do?
- Are there changes you suggest to improve the bill? What are they? Why are you suggesting these amendments or alterations?
- How would these changes impact current policy?

- Use evidence to support all of your assertions and recommendations.
- Explicitly connect your recommendations to the strengths and limitations of the bill. (For example, if a limitation of your bill is that it is underfunded, your recommendations should include a specific amount of funding you would support, with that rec backed by evidence)

E. **Connection to Social Work Professional Values (2-3 pages)**

- How does the legislation connect to *each* of the below?
 - Service
 - Social Justice
 - The Importance of Human Relationships
 - The Dignity and Worth of the Individual
 - Integrity
 - Competence

F. **A Conclusion (1 page)**

- Summarize your paper briefly.

G. **References (not included in page count)**

- Minimum of 12 references
- APA style citation

H. **Page Length**

- The paper will be *around* 15-20 pages double spaced

- Your group's paper will serve as the basis for your Belmont University

Research Symposium Presentation.

- Every student will present at SPARK Symposium.
- This should be a 15 minute oral presentation that includes the information from your paper (the above outline). This includes time for questions.
- This is a WELL Core event and open to the public.*
- The presentation should include a slide show detailing each aspect of the paper, as outlined above.
- Every member of your group should speak to *at least* one aspect of the analysis.
- Every member of your group should be prepared to take questions from the audience regarding your work – that is part of the SPARK Symposium.
- SPARK Symposium will be held the last full week of classes.*

- Your group work processes will be evaluated at both midterm and at the conclusion of the semester using the survey tool in the appendix. The rubrics used to evaluate your presentation and paper are also included in this appendix.