School of Education and Social Science
Social Work Program

COURSE SYLLABUS

Fall 2025
SOW 405 – Social Work Policy (3 Credits)
FFJUF 201
Wednesday 5:00 to 7:30 pm

PROFESSOR	Janice Brown-Wharwood, PhD, MSW
OFFICE	FMU/FIU Building 223
PHONE	305-626-3105
E-Mail	Janice.wharwood@fmu.edu (The best way to reach me and I will respond with in 24 hours and please reference SOW 405 in the subject line)
OFFICE HOURS:	Tuesday, Thursdays 2pm-3pm. (In-person)
	Monday/Wednesday 8:00 am -12:00 pm (By appt. only/ on Zoom or TEAMs)
Meeting Place	**FFJUF 201/Blackboard Collaborate**
Meeting Day/Time	Wednesday: 5:00 PM – 7:30 PM

I.   Course Description:

The course examines the policymaking process with attention to the structure of power and decision-making at the national, state, and local levels of government. The course compares the structure and interests of the public and private sector. Models for policy formulation and analysis are critiqued as well as the functions and methods of policy practice. Students explore the background and development of social services in relation to economic, policy and social change. The history of social welfare services in diverse communities in the United States and other countries is examined. The course provides an analysis of the delivery of social services with attention directed to the development of social welfare policies and programs. Field work is utilized to examine social welfare history in local communities.

II.   <u>Learning Objectives & Related Competencies</u>

Through course materials and assignments, students are expected to demonstrate mastery of the following objectives, all of which are at the basic, foundation level.

At the conclusion of this course, each student shall demonstrate competency in:

1. Delineate the various contexts and settings in which generalist social work is practiced, covering fields and specialties of practice, leadership roles involved, and the roles and functions that social workers perform.
2. Explain the importance of understanding the lived experiences of clients and communities, including the impact of racialization and other forms of marginalization: their ethnic origin, class, gender, gender identity and expression, culture, sexual orientation, religion, age, physical and mental abilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status, tin order to provide responsive social work services.
3. Interpret the philosophical foundations of social work as they pertain to political and moral philosophy, ethics, logic, empirical knowledge, art, and theoretical frameworks.
4. Apply the major principles of the NASW Code of Ethics to practice and develop an awareness of how your beliefs, identities, values, and assumptions influence your work with clients.
5. Using a social justice lens, identify the strengths of individuals, families, groups, organizations, and communities. Identify and change the policies, behaviors, and beliefs that perpetuate racist ideologies and behaviors. Understand and apply theories of human behavior, person-in-environment, and systems.
6. Identify important historical social action strategies and tactics from various political perspectives, choose the most effective ones that support your cause, and put them into action.
7. Understand the historical social, economic, and political contexts and beliefs that have shaped the development of social work and social service frameworks.
8. Trace the trajectory and development of U.S. social welfare history, including the policies and services that influence contemporary social work practice and the current social welfare system in contemporary times.

Prerequisites:
SOW 300 / or Co-requisites: SOW 301, SOW 302, and POL 301, or by approval of the instructor.

Method of Instruction:
Lecture, Group Discussion/Analysis, Case Studies; Podcast; Guest speakers

Course Requirements:
Reading, Writing, Use of Technology, Critical Thinking, Oral Presentation

Required Textbook, (Free) Newspaper Subscriptions, (Free) Website Registration, And Articles

DiNitto, D.D., & Johnson, D. H. (2016). Social Welfare: Politics and Public Policy (8th ed.). Boston, MA: Pearson. Additional required readings indicated in this syllabus are on reserve in the library. Free online subscriptions to New York Times AND Miami Herald or Sun Sentinel. The Policy Making Process (Chapter 1)

Myers-Lipton, S. (2023). CHANGE! A Student Guide to Social Action, SECOND EDITION. ISBN-13 978-1032418025   (Required)

Required article: Abramovitz, M. (1998). Social work and social reform: An arena of struggle. Social

Work, 43(6) 512-526.

Attendance During the Required 16 Weeks (In-Person):

Attendance during the 16 required weeks of in-person classes is essential. Failure to attend these designated weeks will result in a severe penalty of a 75% deduction from your overall class participation grade. For example, if you score 100% on your weekly class participation and initial postings, a 75% penalty will leave you with a total class participation score of only 25%.

Contract for the class:

  o Students should have access to the internet at home or use the campus library for instruction.
  o Students must have a useable Florida Memorial University email address
    (e.g., student.name@fmuniv.edu).
  o Students must be willing to work outside class and be engaged in activities within the class.
    (Life is not passive--- neither is our learning.)

How to succeed in this class: "Don't Just Sit There"

  • Manage your time- create your own week-by-week schedule of your time. Use a calendar (online or print) and block the times of the week when you will complete readings and writing assignments.
  • Read required assignments-Reading is correlated with academic success-and vice versa.
  • Ask for help-The instructor is here to help you. Students who are successful ask instructors for help when they perceive they need extra guidance in assignments or other aspects related to their academic performance.
  • Treat your classmates with the same respect you expect of yourself. Remember that your classmates are your future social work colleagues.

Teaching Philosophy

• As your professor, I prioritize student-centered teaching styles that support and empower both undergraduate and graduate students. With my background as a Social Worker, I foster a positive learning environment that provides essential tools and encourages collaboration. I strive to create a safe and diverse classroom where students actively engage in skill-building activities and share their   experiences. By modeling evidence-based practices, I aim to enhance student success and engagement.

    • I want to encourage you to challenge your adversaries' ideological viewpoints.

    • I want to encourage you to become cognizant of contemporary social issues and their enduring effects.

    • I want to increase your ability to draw on facts to support your claims, thereby challenging you to fill in the gaps in your educational experience.

- I believe it is necessary to run a student-centered classroom successfully where students can learn and discover knowledge. This is possible in a class where educational goals instill a passion for learning and encouragement.

The course will consist of lectures and discussion to integrate these teaching goals.

Classroom Decorum: Florida Memorial University is dedicated to instilling in our students the values of leadership, character, and service to enhance their lives and the lives of others." The Social Work Program is also committed to preparing competent generalist social workers. The School of Social Sciences is also dedicated to the ethical development of future professionals.

Students are responsible for reading and becoming familiar with the Student Handbook and Core Ethical Standards.

The following are my behavioral rules:
1. Students will arrive on time for class. If you have a minor emergency that does not make you more than 15 minutes late, you may enter the classroom and find seating closest to the door. This exception must not be abused. A student may not be repeatedly 15 minutes late. If you are more than 15 minutes late for class, you will be denied entrance to the classroom. You may join us after the break but will be counted as absent for the day. You are expected to contact the instructor **before class if you cannot** attend. Early departure from class that exceeds 30 minutes will be counted as an absence. More than 2 absences will result in an assignment of a grade "F" for the course.
2. Class will start at its scheduled time. You are responsible for all information and announcements given at the beginning of class.
3. To maintain an atmosphere conducive to learning, all cell phones must be disabled or turned to the vibrate position before the beginning of each class.
4. If you engage in any behavior that disrupts the learning process of others, you will be asked to leave the classroom if I deem your behavior to be disruptive.
5. Healthy discussion and debate are expected, but students are expected to show the utmost respect for their classmates regardless of deeply held belief systems.

Electronic Technology:
1. All course participants are expected to have access to computer technology for use outside of the class session. This will be necessary to obtain information and documents for the course and course assignments. However, using electronic technology during the course can be detracting and disrespectful to fellow students and the professor. Therefore, unless there is a required accommodation letter from the Office of Disability Services or approved permission from the professor, students are expected to refrain from using laptops, smartphones, iPad, etc. (**Review Cell phone policy further in the course syllabus.)**

Preparedness and participation: Completion of required 3-unit readings prior to class is expected.
2. You are also expected to share your understanding of questions about course content during the class session discussions. Failure to engage in class process and conversations indicates a lack of preparedness. Collaboration with your peers will enhance your ability to grasp the concepts and ideas related to the course content.

Evaluation Criteria

Grading System		Grading Scale:		
Assignment	Points			
Discussions	20%	A:	100 – 90	
Participation	10 %	B:	89.9 – 80	
Mid-Term Exam	30%	C:	79.9 – 70	
All Assignments (9)	40%	D:	69.9 – 60	
TOTAL POINTS	**100%**	F:	59.9 and below	

MID-TERM AND FINAL GRADE
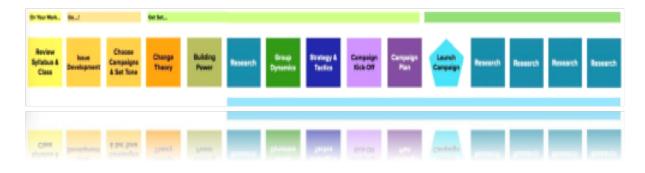### The midterm grade is determined using the following cri

I.   **Attendance:** Florida Memorial University believes that students should learn to take responsibility of their own education. Students are required to attend all classes and should be responsible for all assigned course materials covered in class. When a student experiences an absence from class, it is the student's responsibility to notify the instructor in written fashion, preferably by email and ascertain what that instructor requires regarding assignments. If you must miss class, for any reason, let your instructor know in advance.

    a. **Illnesses and Emergencies:** In the case of illness or any sudden emergencies, bring a note from a doctor or other professional to the next class meeting. These emergencies apply only to the student and no other individuals.

    b. **College Activities:** If you should miss class for an official activity sponsored by the College then it is your responsibility to make arrangements with me before the missed period. Appropriate documentation is required

I.   **Article Summary Review Paper:** Students will summarize one article discussing one or more social policies. The summary will identify concepts from class readings and class discussion. Further instructions concerning this assignment are provided later in this syllabus.

II. **Critique Position Paper:** Students in science courses rarely are required to demonstrate the ability to identify and locate needed information in a library or to assimilate, analyze, evaluate, integrate, organize, and communicate that information which they have gained by personal initiative. These abilities are very important to future employers and can be practiced and displayed in a term paper. The Article Review Summary, you will be tasked to choose one journal article of your choice which must be approved by the instructor. (Please review instructions) For this paper, students are required to write a 3-page summary of one of the position papers on policy issues authored by NASW, NABSW, or a similar organization. Use Microsoft Word format only. A grading rubric will be provided.

III. **Final Social Action Presentation of Campaign (Group).** Students will present in person, lasting 10 minutes, discussing how their campaign developed over the course of the semester, as

well as their group's assessment of the process. Essentially, this serves as the spoken counterpart to the campaign binder described below. Students will have the opportunity to showcase their work at the Fall 2025 Summit on College Social Action, which will take place virtually on December 4th from 3:00 to 4:30 PM ET. This event is outside of regular class hours and can earn students extra credit, contributing to their final grade. Each student will give an oral presentation of their social action engagement project paper. This presentation will demonstrate your knowledge of your researched subject and your understanding of appropriate academic tone and deportment in oral presentations. You will try to inform the audience about your topic, present the problem, offer optional solutions, and persuade listeners to adopt the point of view you have gained in your research. A grading rubric will be provided. **(Be creative: May present with power point).**

IV. **Individual Reflections on Research:** These reflections provide students an opportunity to consider what they've learned from various sources, such as readings, podcasts, class discussions, or presentations, and to evaluate what students found most engaging. Students will complete these reflections on Blackboard, where they can also access the sources for reference. Each reflection will consist of **five largely short-answer prompts.** Grading will adhere to the assignment rubric.

V. **Exams:** Mid-Term Exam will cover all reading and course material to date, with specific attention to the appropriate application of generalist social work practice techniques with diverse and urban populations. Exams may also contain practice questions from the Licensure Practice Exam, specifically as they relate to course learning objectives. Exam items may be multiple choice, true-false, matching, short answer, and/or essay. A study guide may or may not be disseminated. Therefore, students should take good notes and consistently read the text and other materials to ensure readiness.

VI. **Assignments/Discussions:** Throughout the semester you will receive assignments, both inside, outside of class, and through Blackboard, that will contribute to your grasp of the course content. There are no set number of assignments, but students should complete all that are given, as they will impact the overall grade. Assignments, discussion posts, and presentations will call up students to integrate and apply course content that focuses on the history of the social policies and historical, political, psycho-social, and economic factors impacting social policies.

ASS IGNMENTS and Due Dates

This image (modified from this original source: TSA materials), helps visualize the organization of the course

#	Assignments	Due Date	Points
1	Analysis of an Existing Policy /Bill	August 31, 2025	5
2	Issue Identification **(1-2 page)**	September 7, 2025	5
3	Letter to a Legislator	September 21, 2025	5
4	Organizational Rap **(Team)**	October 15, 2025	5
5	Individual Research Reflection **(4)**	October 26, 2025	20
6	Critique Position Paper	November 9, 2025	10
7	Campaign Launch **(Group)**	November 12, 2025	10
8	Final Social Action Presentation of Campaign **(Group)**	November 19, 2025	10
9	Article Summary	November 21, 2025	10
10	Campaign Binder	December 3, 2025	20

GRADING

Points Earned   Letter Grade

93 - 100	**A**
90 - 92	**A -**
87 - 89	**B +**
83 - 86	**B**
80 - 82	**B -**
77 - 79	**C +**
73 - 76	**C**
70 - 72	**C -**
67 - 69	**D +**
63 - 66	**D**
60 - 62	**D -**
59 - Below	**F**

ACADEMIC HONOR CODE

The Florida Memorial Honor Code will be enforced. Any student convicted of cheating (broadly defined) will automatically receive an "F" in the course and/or be subject to disciplinary actions.

OTHER CLASSROOM POLICY

(1)   No talking during class lectures unless specifically called upon. Any students having discussions during class lectures will be asked to leave the room until they
        finish their extra-curricular discussion.
(2)   No cellular phones or text messengers (TM) allowed. All cellular phones and TM devices must be turned off prior to entering the classroom. Any disruption during class due to either of these types will result in an automatic reduction of the owners' next test score by one full letter grade.
(3)   Coming into class late is discouraged because it disrupts the other students in the class who generally do want to learn, and it also shows a lack of respect for the class and the education process in general.
(4)   The instructor reserves the right to change the seating arrangement on exam day. Noncompliance with a request to move one's seat will result in the instructor's unwillingness to distribute an exam to the student(s) in question.

<u>COURSE SCHEDULE</u>

Week	Readings	Assignments/Tasks/Exams

1-(8/18-24)	Course Overview: Review of Syllabus
	Chapter 1: Politics and the Policymaking Process/
	  Financing the Welfare State
	Ice Breaker: Class Activity (Organizational Interview)
	 (Topic of Interest discussion in class activity)
	
	Social Action Process: Chapter 1 - Issue Development (pp.1-16)
	Change is Possible Class Activity & Discussion:
	  Introduction to Social Action
	Video: "**Walk the Walk**" (First 15 minutes)
	  o Issue Development/Identification-Identify a social issue
	  o Introduction to **Mural Board**
	  o Brainstorming: (Identify issues that affect us, individually, collectively)
	  o Post reflections on Blackboard (Required)
		Discussion Board- Due on through Blackboard

2-(8/25-8/31)	Chapter 2: Analyzing, Implementing, and Evaluating Social Welfare Policy Current Events **Chapter 2** – Setting The Tone **(pp. 20-25)** **Social Action Process: Issue Development** (cont.) ○ Follow up on issues and personal and collective responsibility ○ Continue Brainstorming	<mark>**Assignment 1:**</mark> Analysis of an Existing Policy/ Bill due on Sunday through Blackboard Discussion Board- Due on Sunday through Blackboard
23-(9/1-9/7)	Chapter 3: Politics and the History of Social Welfare Policy Class Activity and Discussion: Review Policy Current Events/Policy Debate In Class: Review of a Policy Brief (Topic of Interest) (Required) **Social Action Process:** ● Setting the Tone ○ Teams start organizing ● Exploring Leadership Styles ○ In-group activity: Choose Campaigns and Set Teams… **GO!** <mark>**Timeline Agenda Due**</mark>	<mark>**Assignment #2**</mark> Issue Identification (**1-2**) pages single-spaced) due on Sunday through Blackboard Discussion Board- Due through Blackboard
4-(9/8-9/14)	Chapter 4 Ending Poverty: Is it an issue anymore? Class Activity and Discussion Post on Blackboard (Required) **Social Action Process: Chapter 3: Change Theory** (pp. 28-40)	Discussion Board- Due on through Blackboard Research <mark>**Reflection #1**</mark> due on Sunday through Blackboard
5-(9/15-9/21)	Chapter 5: Preventing Poverty: Social Insurance and Personal Responsibility Class Activity and Discussion Post on Blackboard (Required) Review Policy Brief on Topic of Interest ------------Guest Speaker (TBA)------------	Discussion Board- Due through Blackboard <mark>**Assignment 3:**</mark> Write A LETTER TO LEGISLATOR and submit assignment. Due

	Social Action Process: Chapter 4: Building Power (pp.43-58) Examples of Organizational raps Teams work on Organizational rap **(Required)**	on Sunday by 11:59pm through Blackboard
6-(9/22-9/28)	Chapter 6: Disability Policy: Embracing Civil Rights Perspective Class Activity and Discussion Post on Blackboard **(Required)** Current Events **Social Action Process: Chapter 4:** Building Power (Examples of Recruitment plans.) Teams work on recruitment plans **(Required)**	Discussion Board- Due on through Blackboard Research **Reflection #2** due on Sunday through Blackboard
7-(9/29-10/5)	Chapter 7: Helping Needy Families: An End to Welfare as We Knew It Class Activity and Discussion Post on Blackboard **(Required)** Current Events **Introduction to Zotero** **Social Action Process: Chapter 5:** Research: Historical and Target Analysis, and Power Mapping (p.60-69). **(Teams work on recruitment plans)**	Discussion Board- Due through Blackboard Literature Review due on Sunday through Blackboard
8- (10/6-10/12)	Chapter 8: Providing Healthcare: Can All Americans Be Insured? Class Activity and Discussion Post on Blackboard **(Required)** Current Events **Teams work on Historical and Target Analysis and Power Mapping** **Community Engagement**	**Mid-Term Exam (Online)** Discussion Board- Due through Blackboard Research **Reflection #3** due on Sunday through Blackboard
9- (10/13-10/19)	Chapter 9: Preventing Poverty: Education and Employment Policy Education for the Few or the Many? Current Events	Discussion Board- Due through Blackboard

	Social Action Process: Chapter 6-Group Dynamics (p. 72-79)	==**Assignment #4** Teams Present: Organizational Rap== In class-10/15
10-(10/20-10/26)	Chapter 10: Providing Social Services: Help for Children, Older American, and Individuals with Mental and Substance Use Disorders Class Activity and Discussion Post on Blackboard Current Events **Social Action Process: Chapter 7**-Strategy and Tactics (p. 81-97) **Videos links on Blackboard:** **San José State University Student Homeless Alliance Case Study** ○**Video: Student Homeless Alliance combines a march and a rally/press conference** ●Franco, "Students Declare Housing Crisis" ●Mehta, "No Deal" ●DeRuy, "SJSU Students Blast University Leaders for Handing of Housing Crisis" ●Trujano, "SJSU's New Housing Solutions" ●Student Reflection: Mayra Bernabe, Class of '19	Discussion Board- Due on Sunday through Blackboard **Extra Credit:** (Required) Attend a Workshop this week **see PD calendar on Blackboard** OR **Community Forum Paper (See instructions in syllabus)** Research ==Reflection #4== due on Sunday through Blackboard
11-10/27-11/2)	Chapter 11: The Challenges of a Diverse Society: Gender and Sexual Orientation Current Events Class Activity and Discussion Post on Blackboard (Required) **Social Action Process: Chapter 8: Campaign kickoff (p. 99-112)** ●Strategy and Tactics - Stories of Extraordinary and Unlikely Alliances, Strategies, and Opportunities ○The case of Ireland's same-sex marriage legalization ○The case of abortion legalization in Mexico ○How Roe vs Wade was overturned in the US Teamwork **(Preparation)**	**Discussion:** Response due on Sunday through Blackboard-Podcast Review ●Marriage Equality in Equality Report ●NYTimes The Daily ==**Video:**== Watch Inequality for All Film (2013)- Discussion Post on Blackboard (Required)
12-(11/3-11/9)	Chapter 12: The Challenges of Diversity: Race, Ethnicity, and Immigration	Discussion Board- Due on Sunday through Blackboard

	Social Action Process: Chapter 9: Campaign planning (p. 114-120) **Teamwork (Planning)**	**Assignment#5** Critique of Position Paper Due by Sunday through Blackboard
13-(11/10-11/16)	Team Workgroup Day **(CAMPAIGN LAUCH)**	**Assignment # 6 (CAMPAIGN LAUCH)**
14-(11/17-11/23)	**Assignment#7-** Final Social Action Presentation of Campaign (Group)- **(In class)** -11/19 **Assignment# 8-Article Summary** Due- Friday11/21 on Blackboard	
15-(11/24-11/30)	Thanksgiving Break	
Week 16-(11/30-12/6) **Dec. 3-Campaign Binders are due by 11:59 pm**		
Extra Credit: Fall 25 Teaching Social Action National College Summit-**Presentation** **Thursday, December 4, 2025 @ 3pm (Online)** **Consult the official University calendar for Final Exam dates and times.**		

COURSE REQUIREMENTS, GRADING CRITERIA AND POLICIES

Textbook, Supplemental Reading Assignments and Other Resource Materials:

The student must purchase the textbook and have access to resource materials listed above in this syllabus. Students with special problems concerning the purchase of materials are encouraged to discuss these with the instructor as soon as possible.

Use of Technology:

Students are required to check Blackboard regularly. The instructor may correspond with students by email to answer questions posed by students, clarify course content, and contact students who have been absent. The course syllabus and the course bibliography are posted on the Blackboard site. In addition, students are required to use the Blackboard Assignment D Drop Box to submit all assignments and exams.

Cellular Phone Policy:

The ringing of cellular phones and text messaging during class are not permitted. If there is an emergency that necessitates having a cell phone on, the instructor must be informed, prior to the start of class.

Methods of Instruction and Class Participation:

This course will be taught primarily face-to-face. In order to verify on-line identities, students will be quizzed during the class session following an online assignment to confirm that students' in-class responses correspond to the online assignment responses.

Students will be asked to post their Current Events, Article Summary, Community Forum paper, and Critique of a Position Paper on online. In order to verify the on-line identity of the students who have posted each of these assignments, students will be quizzed during class sessions about these papers (i.e., Current Events, Article Summary, Community Forum paper, and Critique of a Position Paper)

The course is designed to create a stimulating and supportive learning environment. Learning activities include lectures, classroom topics, examination of case studies, group exercises and problem-solving activities that are designed to highlight, summarize, and clarify course content. Instructional methods and assignments are designed to respect and respond to students' different learning styles. Students are encouraged to actively participate in Class Discussion Topics and activities, and to suggest Class Discussion Topics.

The course will provide opportunities to draw on the experiential and knowledge base of both the student and the instructor, encouraging students to share knowledge gained from material studied in this and other courses, and to share practice wisdom gained from work, family, and community activities.

Students are encouraged to ask questions when course material, assigned readings, or course assignments are unclear. To facilitate the learning process, students are encouraged to allocate one section of their notebook for a glossary that identifies social work terms and concepts discussed in the readings and in class, accompanied by a definition and an example of each.

Students are expected to complete all readings assignments and be prepared to discuss the material covered in class. Students must bring their textbook and this Course Syllabus to each class session.

Meeting With Instructor:

Students should arrange to meet with the instructor during office hours to discuss career plans and expectations about this course as well as questions about assignments. If a student is unable to meet with the instructor during office hours, another time can be arranged with the instructor.

Attendance

Florida Memorial University believes that students should learn to take responsibility of their own education. Students are required to attend all classes and should be responsible for all assigned course materials covered in class. When a student experiences an absence from class, it is the student's responsibility to notify the instructor in written fashion, preferably by email and ascertain what that

instructor requires regarding assignments. If you must miss class, for any reason, let your instructor know in advance.

    a. **Illnesses and Emergencies:** In the case of illness or any sudden emergencies, bring a note from a doctor or other professional to the next class meeting. These emergencies apply only to the student and no other individuals.

    b. **College Activities:** If you should miss class for an official activity sponsored by the College then it is your responsibility to make arrangements with me before the missed period. Appropriate documentation is required

    c.

When absent, students are required to meet with the instructor during office hours, by phone or email, and contact other students in the class in order to obtain class notes for missed session.

*If this course is offered three times per week (e.g**.,** Monday, Wednesday and Friday):*
Students are permitted a total of three unexcused absences. If a student has four unexcused absences, his or her course grade will be reduced by a letter grade. Students with more than four unexcused absences will have their course grade reduced by more than one letter grade and may be in jeopardy of failing the course.

*If this course is offered twice a week (e.g., **Tuesday and Thursday**):*
Students are permitted a total of two unexcused absences. If a student has three unexcused absences, his or her course grade will be reduced by a letter grade. Students with more than three unexcused absences will have their course grade reduced by more than one letter grade and may be in jeopardy of failing the course.

If this course is offered once per week (e.g., one evening per week):
Students are permitted only one unexcused absence. If a student has two unexcused absences, his or her course grade will be reduced by a letter grade. Students with more than two unexcused absences will have their course grade reduced by more than one letter grade and may be in jeopardy of failing the course.

Communication

Our communication in this class will occur face to face and virtually through Blackboard, email, Zoom, or cell. If you need to contact me about a private matter, you can send me an email. I typically respond to emails within 24 hours (except on weekends); if you send me an email and do not hear back from me within 48 hours, please re-send your email. If you would like to chat in Zoom or via text message, you may send me an email or text to set that up. I welcome the opportunity to meet with students via Zoom, cell, or email to discuss assignments and/or course content.

Makeup Policy

Late Assignments: Late assignments will not be allowed on the course. Students are provided with enough time and notification to complete the required assignments for this course.

Withdrawals

Consult the official University Academic Calendar.

Academic Integrity

Florida Memorial University recognizes honesty and integrity as necessary to the academic purpose and function of the institution. The University, therefore, expects a high standard of individual honor in all academic endeavors from each student.

Academic dishonesty includes cheating, plagiarism, forgery, collusion, and credential misrepresentation. Students found guilty of academic dishonesty are subject to disciplinary action, including loss of credit, suspension, or immediate dismissal from the University. For more information, see: http://catalog.fmuniv.edu/content.php?catoid=4&navoid=103.

AI POLICY:

Faculty will discuss in class the ways in which students could use ChatGPT or similar systems that are acceptable. Except for those situations, the following policy will apply.

• Purpose: This policy aims to ensure the academic integrity and originality of university assignments by prohibiting the use of Al programs to complete assignments.

• Scope: This policy applies to all students at Florida Memorial University. The policy applies to any assignments submitted for academic credit, including but not limited to essays, research papers, and projects.

• Policy: It is strictly forbidden to use Al programs or any other automated software to complete university assignments except under the conditions explained in class by your instructor.

Violation of this policy may result in disciplinary action, up to and including revocation of credit for the assignment, and other sanctions as described for plagiarism in the university's academic honesty policy.

Sexual Harassment Policy

Please be advised that Florida Memorial University complies with Title IX, the federal law which prohibits discrimination or harassment based on gender as promulgated through the United States Department of Education's Office of Civil Rights (OCR). The University is required to designate at least one employee as Title IX Coordinator. Our Title IX Coordinator is:

Title IX Coordinator
Office of Human Resources
(Student Service Building #114-115)
Florida Memorial University
15800 N.W. 42nd Ave.
Miami Gardens, Florida 33054
Main: 305-626-3720

Fax: 305-623-4231
titleix@fmuniv.edu

Student Support Services

Compliance with the American with Disabilities Act Florida Memorial University (FMU) believes in the promise and potential within all students to learn and achieve! With that in mind, FMU seeks to fully comply with federal guidelines for accommodating the diverse needs of its students pursuant to the American with Disabilities Act (ADA). Newly admitted and current students should contact the Testing and Accommodations Coordinator, if interested in learning more about ADA accommodations. Reasonable accommodations can be asked and endorsed on an individual case by case basis to address the barriers that affect a student's ability to take part and perform within the instructive environment. It is the student's responsibility to formally request ADA accommodations following the procedures below, presenting valid documentation of a legally valid disability in order to receive reasonable academic accommodations. Only those students who identify themselves to the University and present appropriate written documentation of a disability are eligible for academic adjustments. For more information, visit: Please visit the Accessibility Service Department in the J. C. Sams Building with your valid legal disability documentation. Your information is handled with confidentiality under FERPA. For assistance, please stop by the office, or contact someone at 305-626-3138 or Access@fmuniv.edu

DEPARTMENT OF ACADEMIC SUPPORT SERVICES (DASS):

The Department of Academic Support Services (DASS) is dedicated to equipping all students with personalized tools and techniques to create lifelong learners. Comprehensive services are available for all general education courses, specifically those focused on reading, writing, and mathematics. These services are free to all students, staff, and alumni. Students may decide to access these services as a group or one-on-one.

UNIVERSITY COUNSELING SERVICES (UCS):

Counseling involves intentionally taking accountability for trauma, pain, challenges, substance abuse, and mental and emotional problems. Counseling services are provided free of charge to all enrolled FMU students. UCS also provides brief individual and group counseling services. Counseling services are CONFIDENTIAL! Records are both HIPPA and FERPA compliant and do not enter students' academic records' is located in suite 100 in the JC Sams Building. University Counseling Services: (UCS) 305-626-3138 or submit a request for services using the

Counseling Services Request Form

https://forms.office.com/r/gVSUwG1Yzw?origin=lprLink

LIBRARY SERVICES:

The Library Services at Florida Memorial University provide essential academic support to enhance student success and faculty research. The library offers a robust collection of print and digital resources, access to academic journals, research databases, and interlibrary loan services. Additionally, library personnel provide study spaces, technology access, and personalized assistance through research consultations and information literacy sessions. Explore comprehensive resources and services by visiting fmuniv.edu/library.

STUDENT DRESS CODE POLICY:

The Dress Code will be enforced in class. Students are expected to dress respectfully and tastefully for class. The Dress Code for other occasions in keeping with an environment conducive to learning include men are requested not to wear hats in the buildings. Hair rollers, pajamas, night wear and bedroom slippers are prohibited in buildings other than the students' residence hall. Swim wear must not be worn.

Sexual Harassment Policy:

Please be advised that Florida Memorial University complies with Title IX. This federal law prohibits discrimination or harassment based on gender as promulgated through the United States Department of Education's Office of Civil Rights (OCR). The University is required to designate at least one employee as Title IX Coordinator. Our Title IX Coordinator is:

Title IX Coordinator
Office of Human Resources
(Student Service Building #114-115)
Florida Memorial University
15800 N.W. 42nd Ave.
Miami Gardens, Florida 33054
Main: 305-626-3720
Fax: 305-623-4231
titleix@fmuniv.edu

Student Support Services:

Compliance with the Americans with Disabilities Act Florida Memorial University (FMU) believes in the promise and potential of all students to learn and achieve! With that in mind, FMU seeks to fully comply with federal guidelines for accommodating the diverse needs of its students pursuant to the Americans with Disabilities Act (ADA). Newly admitted and current students should contact the Testing and Accommodations Coordinator if interested in learning more about ADA accommodations. Reasonable accommodation can be asked for and endorsed on a case-by-case basis to address the barriers that affect a student's ability to take part and perform within an instructive environment. It is the student's responsibility to formally request ADA accommodation following the procedures below, presenting valid documentation of a legally valid disability in order to receive reasonable academic accommodation. Only those students who

identify themselves to the University and present appropriate written documentation of a disability are eligible for academic adjustments. For more information, contact the Testing and Accommodations Coordinator (access@fmuniv.edu or Sarah Blocker Hall, Room 111). More information can be obtained from: https://www.fmuniv.edu/academics/center-for-academic-resources-and-support/ada-accommodations/.

The course is designed with an appreciation of the fact that students' learning styles differ and that many students experience physical and cognitive challenges. The student is encouraged to discuss their learning style and challenges they face with the instructor. The instructional styles, assignment parameters, and physical space within the classroom are designed to foster students' ability to develop the knowledge and competencies sought in this course and to maximize students' ability to perform optimally. Students are also encouraged to utilize the full range of student counseling services available at Florida Memorial University, free of charge to students, to help address personal or family problems that may impede performance in the course.

Incomplete Grade Policy

The Florida Memorial University Undergraduate Catalogue (2015-2016) states that, "students may be given an 'I' only if a small part of the course is missed because of unavoidable circumstances and if there is reasonable chance of obtaining a 'C' or better if that part is completed."

Resubmission of work

Student may be asked to rewrite and resubmit assignments if they are not satisfactory.
Students are encouraged to view this as an opportunity to clarify their understanding of the assignment and refine their conceptual and writing skills. Therefore, students are encouraged to meet with the instructor to discuss the assignment.

The following conditions pertain to the rewriting and resubmission of an assignment:
- All rewritten assignments are to be submitted to the instructor within one week of: receiving it from the instructor.
- Students are expected to submit all rewritten assignments no later than one week before the last scheduled class meeting. No rewrite will be accepted after the last scheduled class meeting.
- Students who submit an assignment on or before the due date may review the assignment more than once. Students who submit an assignment after the due date will only be able to revise the assignment once.

Extra Credit

Students may suggest projects and assignments for extra credit. Written approval must be obtained from the instructor before imitating any extra credit activities.

Exam Permit Policy

Students must obtain and present to the instructor their exam permits before their midterm and final grades will be entered.

Extra Help

If a student needs help with their writing or reading assignments, they are strongly encouraged to seek assistance in the Writing Center, SBH 203 or the Academic Resource Center, SBH 1102. The student should bring their assignment with them when they visit one of these Centers for assistance.

Methods of evaluation, grading scale and grade distribution for this course, students are required to complete the following:

1. Current Events Journal/Research Reflections: 20 points
Students will report on four newspaper articles pertaining to social policies and will identify
concepts from class readings and class discussion illustrated in these news items. Further
instructions concerning this journal are provided later in this syllabus.

2. Article Summary: 10 points
Students will summarize one article discussing one or more social policies. The summary will identify
concepts from class readings and class discussion. Further instructions concerning this assignment
are provided later in this syllabus.

3. Discussion Board Assignments (via Blackboard)   40 points (each)
Assignments, discussion posts, and presentations will call up students to integrate and apply course content
that focuses.
on the history of the social policies and historical, political, psycho-social, and economic factors
impacting social policies.

4. Critique of Position Paper   10 points
Students will summarize and critique a position paper developed by an organization such as the
National Association of Social Workers or the National Association of Black Social Workers. Further
instructions will be distributed in class.

5.Final Presentation of Campaign (Group)   10 points
Students will give an oral presentation of their social action engagement project paper, discussing how their
campaign developed over the course of the semester, as well as their group's assessment of the process.
This presentation will demonstrate their knowledge of their researched subject and their understanding
of appropriate academic tone and deportment in oral presentations. Students will try to inform the
audience about your topic, present the problem, offer optional solutions, and persuade listeners to
adopt the point of view you have gained in your research. A grading rubric will be provided. (Be
creative: May present Powerpoint). These are presentations that last 10 minutes and students will

present in person. Essentially, this serves as the spoken counterpart to the campaign binder described below. Students will have the opportunity to showcase their work at the Fall 2025 Summit on College Social Action, which will take place virtually on December 4th from 3:00 to 4:30 PM ET. This event is outside of regular class hours and can earn students extra credit, contributing to their final grade.

6. **Social Action Campaign Binder (Group)**   **20 points**

We will discuss the requirements of this binder thoroughly during class, closely referring to the Change! book. Here are some guidelines:

      a. Here are the specifications for each part (the Table of Contents of your binder). All page numbers should be single-spaced and in Times New Roman (12 pt). Keep in mind that students may not be ready to complete some of these sections until later in the semester, especially regarding recommendations for a future group if students do not finish or succeed in their campaign, but they can begin working on them now.

      b. Issue Identification (1-2 pages single-spaced): Students must clearly outline their demands and the intended target. Explain the process through which you identified the issue, formulated your demands, and selected your target. Be sure to reflect on this process and provide recommendations for the next group that might continue their campaign in the subsequent semester.

      c. Leadership (1-2 pages single-spaced). Indicate whether your team utilized a conventional definition of leadership, the more contemporary definition provided, a combination of both, or an alternative model.

      d. What recommendations would you give to the subsequent group concerning leadership? Change Theory (1-2 pages single-spaced). Did your group utilize the women-centered method for community transformation, the Saul Alinsky method, a combination of both, or perhaps a different strategy? What recommendations do you have for the subsequent group to continue your campaign?

      e. Creating Influence (1-2 pages single-spaced). Identify the new individuals your group brought in and the partnerships you established. Please elaborate on the process of gaining influence. How effective were you in attracting new members and forming alliances? Recommendations for the group's future?

      f. Research
The section on historical analysis: 2-3 pages single-spaced.

Requirements Pertaining to Exams and Written Assignments:

- Students must post their assignments and discussions through Blackboard before the due date and time. (Sundays at 11:59 pm). Technical problems will not be an acceptable excuse for late submission of any of these assignments.

- Students **MUST** write their papers **IN THEIR OWN WORDS**. When resources such as information from websites, from journal articles, and/or from books are used, a reference and citation must be

provided, following APA format. When these resources are quoted, students must follow APA format for quotes. Students are forewarned to avoid any form of plagiarism on their papers. Examples of plagiarism include copying text from the textbook or other sources without attribution (i.e., quotation marks and citations when appropriate) or using information obtained from resources without including citations and references for these sources.

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SOW 405 Social Work Policy
Individual Reflections on Research/Current Events Journal

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II. These reflections provide an opportunity to consider what you've learned from various sources, such as readings, newspapers, podcasts, class discussions, or presentations, and to evaluate what you found most engaging. You will complete these reflections on Blackboard, where you can also access the sources for reference. Each reflection will consist of five largely short-answer prompts. The lowest grade will be dropped, and specific deadlines will be provided.

Current Events/Newspapers
Students are required to report on four newspaper articles that pertain to a social policy, and identify concepts from class readings and class discussion illustrated in these news items:

- One of these news items must cover local news.
- One of these news items must cover news pertaining to a state other than Florida.
- One of these news items must cover national news.
- One of these news items must address news in a country other than the United States.

The purpose of this assignment is for students to:

- Become Acquainted with Social Policy Issues That Are on The Public's Mind
- Consider How These Issues Are Presented and Analyzed In The Media
- Appreciate The Public's Perceptions and Reactions to These Policy Issues
- Examine Personal Opinions About the Issues Raised in The News
- Consider Relevance of Social Work Values
- Examine Whether There Is Evidence of Oppression and/or Discrimination and Its Impact
- Examine Whether Research Is Used in The Article To Support or Refute The Points Being Made
- Examine Whether There Is a Need for Changes To Any of The Policies Noted In Article In Order To Advance Social Well-Being

Each current events essay must be 2-4 pages, indicate the title of the news article, the name of the journalist(s) who wrote the article, and either have the article's URL or have the article attached. The essay must include the following sections:

Summary Section:
This section should include a discussion of the following:

- Describe what prompted the article.
- What agency, governmental or community policies are impacted, and how are they
- impacted?
- Does the article take a position? Does it offer both sides of the issue?
- What analysis of the issue is provided?

Commentary Section:
This section should include a discussion of the following:
- Examine Your Personal Opinions About the Issues Raised In The News
- Consider The Relevance of Social Work Values for The Issues Discussed
- Examine Whether There Is Evidence of Oppression And/or Discrimination and Its Impact
- Examine Whether Research Is Used in The Article to Support Or Refute The Points Being Made
- Examine Whether There Is a Need for Changes to Any Of The Policies Noted In Article In Order To Advance Social Well-Being

Note: This Assignment Is Structured to Assess Knowledge, Skills, and Values Gained Pertaining To

SOW 405 Social Work Policy
Individual Reflections on Research/Current Events Evaluation Rubric
(Maximum = 5 points)

_____

The following components have been graded: Points earned

Summary of Individual Research Reflection/Current Events Article (2 pts.)
- Appropriateness of article selected.
- Description of what prompted the article.
- Agency, governmental or community entities that are impacted, and how they are impacted.
- Whether article takes a position; whether article offers both sides of the issue.
- Analysis of the issue provided.

Commentary Section (4 pts.)
- Students thoughtfully and thoroughly address the question.
- Identify and discuss at least two concepts, theories, and/or ideas from the textbook that helped you understand this article.
- Discuss in what ways the information shared in the article supports or contradicts what you have read in the textbook or has been discussed in class.
- Consider whether the issue raised indicates the presence of oppression and/or discrimination and its impact
- Discuss whether research is used in the article to support or refute the points being made
- Discuss policy practice activities social workers might engage in to address the issue.
- Discuss how the social policy issue raised was presented and analyzed in the media
- Consider your opinion about the policy issue raised

- Consider in what ways the issue raised conflicts with, or supports the values of the social work profession

Writing Quality and Form/Style (2 pts.)
- Conceptualization of ideas.
- Logical flow of ideas.
- Overall organization of paper.
- At least two pages.
- Proper grammar, syntax, punctuation, spelling, and vocabulary.
- Appropriate use of APA for citations, direct and indirect quotes, and clearly referencing the source(s) (i.e., readings, podcasts, class discussions, or presentations)
- URL for the newspaper article is provided under Reference List.

Total points received: Date:

Comments:

Note: It is recommended that the section headers indicated above be used as subheadings. Grading will adhere to rubric:

SOW 405 Social Work Policy
Article Summary
_____

Summarize One of The Following Policy-Related Articles:

Abramovitz, M. (1998). Social work and social reform: An arena of struggle. Social Work, 43(6) 512-526.

Barnitz, L. (2001). Effectively responding to the commercial sexual exploitation of children. A comprehensive approach to prevention, protection, and reintegration services. Child Welfare, 80(5), 597-611.

Bates, L., Baird, D., Johnson, D. J., Lee, R. E., Luster, T., & Rehagen, C. (2005). Sudanese refugee youth in foster care: The "Lost Boys" in America. Child Welfare, 84(5), 631-649.

Dale, N, Danko, R., & Breen, M. (2001). Confronting adolescence bias and intolerance through cross-cultural immersion. Child Welfare, 80(5), 623-631.

Kristoff, N. D., & WuDunn, S. (2009, August 23). The New York Times. The women's crusade. Retrieved from http://www.nytimes.com/2009/08/23/magazine/23Women-t.html?hpw#

Pogorzelski, W., Wolff, N., Pan, K. Y., & Blitz, C. L. (2005). Behavioral health problems, ex-offender reentry polices, and the "Second Chance Act," American Journal of Public Health, 95(10), 1718-1725.

Snyder, C. S., May, J. D., Zulcic, N. N., & Gabbard, W. J. (2005). Social work with Bosnian Muslim refugee children and families: A review of the literature. Child Welfare, 84(5), 607-631.

Witton, J., Keaney, F., & Strang, J. (2005). They do things differently over there. Doctors, drugs and the "British System" of treating opiate addiction. Journal of Drug Issues, 35(4), 779-788.

Xu, Q. (2005). In the "best interest" of immigrant and refugee children: Deliberating on their unique circumstances. Child Welfare, 84(5), 747-771.

The Article Summary Must Include an Introduction and Address The Following:
- The major themes and issues presented in the article
- The types of prevention or intervention(s) policies recommended in the article
- The cultural factors that the article indicates must be taken into consideration when designing
- any kind of policy
- In what ways the presenters' personal values were challenged by the information presented in the article.
- Ethical issues raised in the article, such as those indicated in NASW Code of Ethics.
- Knowledge provided by the article that informs presenters' understanding of human behavior and the influence of environment on individual, group, family, and community dynamics and behavior.
- Examination of the role that the social work profession can play in advancing social well-being.

Note: This assignment is structured to assess knowledge, skills, and values gained pertaining to the competencies and practice behaviors noted in the following chart:

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SOW 405 Social Work Policy
Article Summary
(Maximum = 10 points)

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The Following Components Have Been Graded: **Points Earned**

- The major themes and issues   (1 pt.)

- The prevention and/ or intervention(s) policies recommended in article   (2 pts.)

- The feasibility of policies recommended and role that the social work profession
- can play in advancing social well-being   (2 pts.)

- The challenges to personal values of presenters and ethical issues raised   (1 pt.)

- The relevance for understanding the influence of environment on individual,
- group, family, and community dynamics and behavior   (1 pt.)

- Summary and Conclusions   (1 pt.)

- Organization of presentation, professional nature of presentation and group

collaboration   (2 pts.)

Total points received: Date:

Comments:

SOW 405 Social Work Policy
Critique of Position Paper

_____

Students will write a 3-page summary of one of the position papers on policy issues authored by NASW, NABSW, or a similar organization.

The paper should be written in APA, use 1" or 1.25" margins and a font of 11 or 12, use APA for citations and references, and include the following sections:

Introduction

Statement of Problem
- Discuss the main features of the problem.
- Describe the population experiencing this problem
- Describe the policy currently in place that is designed to address this problem
- Describe the strengths and weaknesses of the current policy
- Discuss the impact of the current policy on community, clients/potential clients, and other
- stakeholders, and how they are impacted.

Position Statement
- Discuss what changes in current policies are needed. What would the goals, objectives, and
- provisions of these changes be? What impact would you expect these changes to have?
- Summarize the data/information provided to support needed changes
- Discuss the feasibility of any policy/changes you are suggesting, using the policy analysis
- framework studied in this course. Is what is being proposed socially, administratively,
- economically and politically feasible?
- Do the proposed changes in policy adhere to the Code of Ethics?

Policy Practice
- Discuss the types of policy practice activities that social workers might engage in to address the need for policy changes.

Summary

NOTE: This Assignment Is Structured To Assess Knowledge, Skills, and Values Gained Pertaining To The Competencies and Practice Behaviors Noted In The Following Chart:

SOW 405 Social Work Policy
Critique of Position Paper Rubric
Maximum = 10 pts.

_____

The following components have been graded: Points earned

Introduction   **(1 pt.)**

- Overview of paper.

Statement of Problem and Current Policy.   **(2 pts.)**

- Main features of the problem.
- Population experiencing this problem
- Policy that is in place currently that is designed to address this problem.
- Main features of the policy, including goals, objectives, and provisions.
- Strengths and weaknesses of current policy
- Impact of the current policy on community, clients/potential clients, and other stakeholders,
- and how they are impacted.

Position Statement   **(2 pts.)**

- Changes in current policies are needed.
- Goals, objectives, and provisions of these changes.
- Impact expected from suggested policy changes.
- Summary of data/information provided to support needed changes
- Feasibility of suggested policy/changes
- How are proposed changes in policy socially, administratively, economically and
- politically feasible?
- Correlation of proposed policy changes and Code of Ethics?

Policy Practice   **(1 pt.)**

- Types of policy practice activities that social workers might engage in to address the need for policy changes

Summary   **(1 pt.)**

Writing Quality and Form/Style   **(2 pt.)**

- Conceptualization of ideas.
- Logical flow of ideas.
- Overall organization of paper.
- At least four pages.
- Proper grammar, syntax, punctuation, and vocabulary.
- Appropriate use of APA for citations, direct and indirect quotes, and reference list.

Total points received: Date:

Comments:

Note: It is recommended that the section headers indicated above be used as subheadings.

SOW 405 Social Work Policy
Organizational Rap Presentations (Group)

- Students will also share a concise overview of how your campaign began and your vision for its future (resulting in a total of 5 minutes). They will present these during class and may present them in front of other students and professors from around the country to listen and offer feedback.
- Students will discover everything related to these topics as we explore Change and examine other incredible initiatives driven by students from all over the nation.
- These are graded.

SOW 405 Social Work Policy
Final Social Action Presentation of Campaign (Group)
(Maximum = 10 points)

Students will present in person, lasting 10 minutes, discussing how their campaign developed over the course of the semester, as well as their group's assessment of the process. Essentially, this serves as the spoken counterpart to the campaign binder described below. Students will have the opportunity to showcase their work at the Fall 2025 Summit on College Social Action, which will take place virtually on December 4th from 3:00 to 4:30 PM ET. This event is outside of regular class hours and can earn students extra credit, contributing to their final grade.

SOW 405 Social Work Policy
Community Forum Paper Rubric
(Maximum = 10 points)

The following components have been graded: Points earned

Introduction and Description of Meeting   **(2 pts.)**

- How you selected the meeting to attend.
- Overall impression of meeting.
- Who was in attendance (names, positions, agencies they represented).
- Agenda

Presentation and Analysis of Policy Issues   **(5 pts.)**
- Main features of the policy(ies) discussed, including their goals, objectives, and provisions.
- Strengths and weaknesses of the policy(ies) discussed.
- Tension between writer's personal values and professional values presented during forum
- Different perspectives, opinions and attitudes shared at meeting about the impact of the policy(ies)
- discussed on the community, clients and/or potential clients, and other stakeholders.
- Extent to which the policy(ies) are administratively, economically and politically feasible.
- Leadership role assumed by those attending meeting in advocating for or against policies discussed
- Policy practice in which social workers might engage to promote, challenge or amend policy.

Summary and Conclusions   **(1 pt.)**
- Summary of paper and what you learned from the meeting proceedings.

Writing Quality and Form/Style   **(2 pts.)**
- Memo format used.
- Conceptualization of ideas.
- Logical flow of ideas.
- Overall organization of paper.
- At least three pages.
- Proper grammar, syntax, punctuation, and vocabulary.
- Appropriate use of APA for citations, direct and indirect quotes, and reference list.
- Agenda is attached.

Total points received: Date:

Comments:

Note: It is recommended that the section headers indicated above be used as subheadings.

<mark>**Extra Credit**</mark>
SOW 405 Social Work Policy
Community Forum Paper

Students can attend a meeting of a policy making or advocacy group such as the Miami-Dade Human Services Coalition, Miami-Dade Children's Trust, or Broward County Children's Services Council and write a 3–5-page paper which addresses the following sections and topics. It is recommended that students use the following section headers as the subheadings in their papers.

This paper must be written in APA format, with 1" or 1.25" margins and a font of 11 or 12.

Introduction and Description of Meeting/Session Attended
- Overview of what paper will address.
- How meeting was selected.
- Overall impression of experience of attending the meeting.
- Who was in attendance (names, positions, agencies they represented).
- Was there an agenda? What did the agenda cover? Did they follow the agenda?
- Overview of what was learned about policy making from attending this meeting.

Presentation and Analysis of Policy Issues
- What policies were discussed? What different perspectives, opinions and attitudes were shared about each of the policies discussed?
  What was the expected impact of this policy(ies) on the community, clients/potentials clients, and other stakeholders?
- What were the strengths and weaknesses of the policy(ies) discussed?
- Utilizing the policy analysis framework presented in the textbook, discuss in what ways the
- policy(s) discussed are administratively, economically, and politically feasible.
- What were the main features of the policy discussed (e.g., goals, objectives, and provisions)?
- Who assumed a leadership role in advocating for or against the policies discussed?

Policy Practice
- Discuss the types of policy practice in which social workers might engage in to promote, challenge and/or amend the policy(ies) discussed.

Summary and Conclusions
- Summary of memo.
- What you learned from attending the meeting.

SOW 405 Social Work Policy
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Response to Discussion Post Topics must be (200-250 words). Cite references to support your position.

Recommended supplementary resources (on reserve or in reference section in library.)

Ginsberg, L. H. (2001). *Careers in social work* (2nd ed.). Needham Heights, MA: Allyn & Bacon.

Harris, R. A. (2005). *Using sources effectively: Strengthening your writing and avoiding plagiarism* (2nd Ed.). Glendale, CA: Pyrczak Publishing.

*Please note that students are expected to use the following reference for APA
 formatting:

Publication manual of the American Psychological Association (7th ed.) (2020). Washington, DC: American Psychological Association. (On reserve in the library)

Sowers, K. M., & Rowe, W. S. (2007). *Social work practice and social justice.* Belmont, CA: Thomson-Brooks/Cole. (On reserve in library.)

Szuchman, L. T., & Thomlison, B. (2003). *Writing with style: APA style for social work* (2nded.). Pacific Grove, CA: Brooks/Cole. (On reserve in library.)

Competencies and Practice Behaviors

I.   Relevant Professional Standards

The Council on Social Work Education (CSWE) ensures that this course provides contents on

the reciprocal relationships between human behavior and social environments. Its content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span.

The Social Work Program is designed to achieve the goals stated above. In order to achieve these goals, students are expected to, at a minimum, demonstrate the integration and application of the practice behaviors that are core to the social work profession, as stated in the 2022 Educational Policy and Accreditation Standards (EPAS 2022).

The Competencies and Practice Behaviors Noted in The Following Chart:

Competency 1: Demonstrate Ethical and Professional Behavior
Students will develop the following 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;

• Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
• Use technology ethically and appropriately to facilitate practice outcomes; and
• Use supervision and consultation to guide professional judgment and behavior.

Assignments: Exploring Ethical Dilemmas in Healthcare Assignment, Article Summary Paper, Critique of Position Paper, Paper, Social Action Campaign, Current Events/Reflections on Research Paper, and Guest Speakers

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
Students will develop the following Practice Behaviors:
• advocate for human rights at the individual, family, group, organizational, and community system levels; and
•engage practices that advance human rights to promote social, racial, economic, and environmental justice.

Assignments: Exploring Ethical Dilemmas in Healthcare Discussion; Article Summary Paper, Social Action Campaign, Current Events/Reflections on Research Paper, Community Forum Paper, and Guest Speakers

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research.
Students will develop the following Practice Behaviors:
• demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and

• 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.

Assignments: Exploring Ethical Dilemmas in Healthcare Assignment; Article Summary Paper, Social Action Campaign, Current Events/Reflections on Research Paper, Letters to the Legislative Assignments, and Guest Speakers

Competency 4: Engage In Practice-informed Research and Research-informed Practice
Students will develop the following Practice Behaviors:
• Use practice experience and theory to inform scientific inquiry and research; and
• identify ethical, culturally informed anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance purposes of social work.
•Use and translate research evidence to inform and improve practice, policy, and service delivery.
Assignments: Article Summary Paper, Paper, Social Action Campaign, Current Events/Reflections on Research Paper, Letters to the Legislative Assignments, and Guest Speakers

Competency 5: Engage in Policy Practice

Students will develop the following Practice Behaviors:
• Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
• 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
•Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.
Assignments: Critique Position Assignment, Analysis of Policy/S-Bill Assignment; Policy Briefs, Article Summary Paper, Paper, Social Action Campaign, Current Events/Reflections on Research Paper, Letters to Legislative Assignments, and Guest Speakers

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Students will develop the following Practice Behaviors:
•Apply knowledge of human behavior and the social environment, person-in-environment, and interprofessional conceptual frameworks, when assessing clients and constituencies;
 •Use empathy, reflection, and interpersonal skills to effectively engage culturally responsive practice with clients and constituencies.

Assignments: Article Summary Paper, Paper, Social Action Campaign, Current Events/Reflections on Research Paper, Letters to the Legislative Assignments, and Guest Speakers

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Students will develop the following Practice Behaviors:
•Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
• Apply theories of human behavior and the social environment, person-in-environment, as well as culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies;
• demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing mutually agreed-upon plan.
.
Assignments: Critique Position Paper, Social Action Campaign, Current Events/Reflections on Research Paper, Letters to the Legislative Assignments, and Guest Speakers

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
 Students will develop the following Practice Behaviors:
•Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and

• incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Students will develop the following Practice Behaviors:
• Select and use culturally responsive methods for evaluation of outcomes; and
•Critically analyze, monitor, and evaluate intervention and program processes and outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Assignments: Critique Position Paper, Social Action Campaign, Current Events/Reflections on Research Paper, Letters to the Legislative Assignments, and Guest Speakers