NATURE OF COURSE

The course provides foundation level graduate social work students with an introduction to social welfare problems, policies, and programs. The course is taught from a generalist perspective and is intended to be an historical and descriptive in its approach. It includes an examination of the antecedents of the present social welfare system and of the current state of social welfare policies and programs in the United States. The emphasis is on social, economic, and political forces that have shaped social welfare policy in this country and of the ideas and underlying social values that have contributed to the development of the system. This course places contemporary trends and issues in longitudinal perspectives, focusing on both continuity and change in past and present development. The course explores the unique features of cultural diversity, race, ethnicity, and the role of women and members of disenfranchised groups in the role of policy development. Professional social work values and ethics are contrasted with the historical development of social welfare policy in the United States.

RATIONALE

This course is about critical thinking and critical listening. Social workers at all practice levels need to develop knowledge concerning the nature of the problems and forces which are fundamental in the creation of social problems. In tandem with social work’s “person-in-environment” perspective, it is essential that social work practitioners understand the
development of social policies through which society and various social systems attempt to manage, control, minimize, and/or eliminate social problems, their consequences, and their effects. Social workers also need to be aware of their roles and responsibilities and values and ethics in the development and implementation of social policies and programs created in response to social problems.

The generalist perspective of this foundation course stresses a comprehensive approach to problem solving, based upon an eclectic theoretical base. This generalist approach emphasizes a dual role of simultaneously addressing human needs and social issues, with a knowledge of ecosystems, when problem solving in the pursuit of economic and social justice. The rationale involves using strengths-based and a systems perspective in presenting the course content.

THEORETICAL PERSPECTIVE

The graduate and undergraduate programs of the USF School of Social Work provides a progressive identification with the values and ethics of social work, mastery of the knowledge on which social work practice is based, and the development of practice skills. The unifying themes and theoretical underpinnings of USF’s social work curricula are found primarily in explanatory theories (e.g., ecosystems theory) and secondarily in change theories (e.g., psychodynamic and cognitive behavioral theories), operationalized through the empowerment, strengths, and capacity building perspectives of social work practice.

**Ecosystems theory** reflects the social work value of enhancing human system functioning and focuses on biological, psychological, emotional, cultural, and social environments holistically. The **strengths perspective** emphasizes viewing the range of human differences as normal and acceptable, as opposed to making judgments about peoples’ personal characteristics, race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, national origin, and level of social and emotional functioning. The **empowerment perspective** supports resourcefulness and the development of skills to remove social barriers for individuals, groups, and communities. The **capacity building perspective** reinforces the social work profession’s mandate to serve the most vulnerable of society, to enhance the caring capacity of society to end discriminatory practices, and to develop and expand resources to those in need. **Evidence-based practice** entails the conscientious and judicious use of current best practice in decision-making about interventions at all system levels, integrating relevant scientific information with informed professional judgment and the personal preferences and cultural backgrounds of service consumers in order to practice effectively and ethically.

**Content of the Course:**
The course provides an overview of the historical development, critical policy concepts, and definitions associated with social welfare problems and social policy. The development of programs to remedy poverty and related social problems is examined. Consideration is given to the impact of racism and sexism as direct factors contributing to poverty and other social problems. The roles and responsibilities of social workers in policy and program development, implementation and evaluation will be discussed.
In addition to the content of policies and programs, this course features an examination of cultural diversity and how policies, programs, values, and ethics are related to the needs and problems of particular constituencies, i.e., children, racial and ethnic minorities, women, the elderly, the physically and mentally impaired and disabled, and those whose lifestyles render them subject to discriminatory and oppressive treatment. The course also includes an analysis and review of how social welfare and social work have been and are related to movements, causes, and trends - in such areas as Civil Rights, Women’s Rights, the Progressive Movement, and others that have addressed the conditions and problems of oppressed people. The content is presented from the perspective of the oppressed, challenged, and disadvantaged.

COURSE OBJECTIVES
Upon completion of this course students will be able to:

Understand the relationship between social welfare policy and professional social welfare policy and be able to advocate for client access to social work services.
Measurement: Analytic Paper, Synthesis Paper

Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers.
Measurement: Analytic Paper, Synthesis Paper, Exam

Analyze, formulate and advocate for policies that advance social well-being.
Measurement: Analytic Paper, Synthesis Paper, Exam

Collaborate with colleagues and clients for effective policy action.
Measurement: Synthesis Paper, Exam

Provide leadership in promoting sustainable changes in services delivery and practice to improve the quality of social services.
Measurement: Analytic Paper, Synthesis Paper, Exam

METHODS OF INSTRUCTION
The class will be conducted by means of the lecture/discussion instructional method. Other methods to facilitate learning will be used at the discretion of the instructor and may include class exercises, online activities, debates, role-plays, guest lecturers, & student presentations. The value of this class is largely in the class experience. Class attendance is expected. Class participation includes voicing opinions, facilitating discussion, and speaking knowledgeably regarding the assigned readings. Please advise the instructor of any anticipated absences in advance if possible. There is more to a graduate degree than the content; classroom interaction is the real value of graduate education.
COURSE REQUIREMENTS

**Literature Review and Policy Analysis Papers** - The literature review and policy analysis papers provide you with an opportunity to extend beyond the course content and gain a sense of expertise in a selected area relating to social welfare policy. The student will have the opportunity to explore policy-related social issues and/or problems of special interest to them. The topics selected should be an analysis of a specific social problem or issue (see suggested list of topics). Students will select seven articles from any academic peer reviewed journal relative to the selected issue/problem. No more than two articles are to be dated prior to 2006. As much as possible, there should be continuity in the seven articles, that is, every article should contain a similar theme in regards to the issue/problem. Students have the freedom to research any social issue pending approval from the instructor. **Specific clinical conditions or diagnoses are not appropriate issues unless there is a state or national policy that addresses the condition or diagnosis specifically.** The journal articles should be integrated into a narrative with each article cited within the text. **The paper is worth 30 points and is due via Canvas. Students must notify the instructors of a late paper. All late papers will receive a minimum of 10% off the grade. This paper is due on Tuesday, 2/24/15. Please submit your papers via Turnitin via Canvas. You do not need to turn in a paper copy.**

**Literature Review/Synthesis Paper Guidelines:**
The paper should be 6-8 pages in length (not including the cover and reference pages), using 12 point font, double spacing, APA style. **No abstract is necessary for this paper.** The seven articles cited in the paper must be listed in APA style in a separate reference page. The paper must identify a specific current social issue and should include the following information by specific heading:

1. **Nature and scope of the issue** - definition of the issue; number of people or institutions affected; economic and social consequences of the issue. What are the federal government’s policies and programs regarding the issue?

2. **How are social workers involved in dealing with the issue?** Is the profession of social work directly or indirectly involved? What social agencies directly deal with the issue and what other agencies are affected by it? Identify the state and local agencies that deal with the issue.

3. **What are some of the current operational or proposed solutions for the issue?**
   What are some of the impediments to these “solutions” being implemented or working as intended? What are the unintended consequences of the “solutions”? In your opinion, are there other solutions that may work?

   - **What are your recommendations?** (Your opinion should be at least one full page).
Students have the freedom to research any social issue pending approval from the instructor.

Possible social problems/issues for the paper include the following

<table>
<thead>
<tr>
<th>Access to Abortion</th>
<th>Managed Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adolescent Pregnancy</td>
<td>Medicare</td>
</tr>
<tr>
<td>Affirmative Action</td>
<td>Need for Medicaid</td>
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<tr>
<td>Aging issues</td>
<td>Poverty (Homelessness)</td>
</tr>
<tr>
<td>Need for AIDS/HIV Treatment</td>
<td>Rural poverty</td>
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<tr>
<td>Chemical dependency</td>
<td>Criminal Justice Disparities</td>
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<td></td>
<td>(Probation, parole)</td>
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<tr>
<td>Child abuse/neglect</td>
<td>Right to die</td>
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<tr>
<td>Domestic violence/Violence</td>
<td>Need for Affordable Education</td>
</tr>
<tr>
<td>Gun Violence</td>
<td>Terrorism</td>
</tr>
<tr>
<td>Need for Affordable Health Care</td>
<td>Welfare reform</td>
</tr>
<tr>
<td>Health care insurance</td>
<td>Women’s Health Needs</td>
</tr>
<tr>
<td>Racial Discrimination</td>
<td>Income Equality</td>
</tr>
<tr>
<td>Marriage Inequality</td>
<td>Threats to Social Security</td>
</tr>
<tr>
<td>LGBTQ Inequality</td>
<td>Unemployment</td>
</tr>
<tr>
<td>Need for Immigration Reform</td>
<td>Minimum wage</td>
</tr>
</tbody>
</table>

**Social Policy Analysis Paper Guidelines:** Students will select a specific area and policy of interest in a particular policy area (e.g. child welfare, healthcare, aging, criminal justice, immigration, social welfare, etc.), and prepare an analysis of a specific policy that will relate to a specific social problem and population. Students will prepare their policy analysis utilizing the framework provided below. The paper should include a historical perspective on the social problem and related policies. You must also discuss the current status of the problem and the policies that address it. Relevant and current descriptive statistical information should be included to convey the significance of the issue or prevalence of the social problem. The paper should include the headings from the framework provided below but should not be written in bullet or question/answer form. The paper must be 6-8 pages in length (not including the cover and reference pages), using 12 point font, double spacing, and APA style. In addition, the reference page should be attached in APA style. Students should use current articles, books, and book chapters and not only websites. The paper is worth 30 points and is to be submitted via Canvas’ Turnitin on Tuesday 4/14/15. You do not need to turn in a paper copy. Students must notify the instructors of a late paper. All late papers will receive a minimum of 10% off the grade.

**Framework for Social Welfare Policy Analysis**

**Social Problem:**
- What is the social welfare problem of interest?
- How did it evolve? When did it begin?
- What was the extent of the problem when it began? What is the current status?
- What is the prevalence of the problem in terms of numbers, population, etc.?
- Related social values?
• What are the underlying causes of the problem?

Policy/Legislation:
• What is/are relevant public policies developed to address the problem?
• What are the objectives of the policies?
• Who supports the policies?
• Who opposes the policies?
• Are any new policies being proposed?

Implementation:
• What is/are some examples of the social programs implemented as a result of the policy?
• Are the programs effective?
• What are the strengths and weaknesses of these programs?

Affected Populations:
• Who is touched by the policy and programs?
• What are the positive effects on the population?
• What are the negative effects on the population?

Intended Impact:
• What was supposed to be the result of the policy?
• Who was supposed to have been affected?
• How was the social problem supposed to have been changed?

Actual Impact:
• Costs and benefits?
• Is the social problem changed as a result of the policy?
• If so, how?
• Are there unintended results?

Recommendations:
• Is this an effective policy?
• What changes would you recommend to the policy/policies to enhance impact? To lessen the gap between the intended impact and actual impact?
• Do new policies need to be considered to address problem and help population? What are your ideas?
• What role should social workers engaged in policy practice play?

3. Presentation - Students will work in assigned groups to prepare a short presentation summarizing their findings regarding a social problem and related policy of contemporary importance. Each group member must participate in putting together the class presentation for full points to be awarded to the group (Each group will be able to earn up to 10 points for the presentation). As an audience member, each student will be required to critique and offer constructive feedback on peer presentations. The group PowerPoint presentations are due on Tuesday 3/31 and 4/7. The PowerPoint presentation should include salient facts about the social
problem and policy studied. More details and examples will be provided to students through the semester.

4. **Exam** - The exam will be based on the book, power point slides, online activities and class discussions. The exam may consists of multiple choice, true/false, matching and/or short essay. The exam will be timed and possibly posted on Canvas. **The exam is worth 20 points and will be given on Tuesday 3/24/15.**

**Assignment Due Dates:**

Students are expected to read assigned materials before the scheduled date on which they will be addressed. All assignments should be turned in on the date on which they are due to receive full credit for the work. All written work in the course will be due at the stated deadline in the Course Calendar section. **Late papers without written permission from the instructor will accrue 10% off the total paper per day late.**

**Participation:**

All students are active participants in all meetings. This outline is a contract between the student and the instructor. It is a working instrument that guides learning throughout the semester. A class environment that is conducive to learning requires respect for all participants. Students and instructor are expected to conduct themselves in a respectful manner.

A learning environment based on mutual respect will be maintained consistent with the development of professional roles. Guidance regarding this is found in the NASW Code of Professional Ethics and USF Code of Academic Integrity.

**Correspondence:**

Students are expected to stay in communication with the instructor of this course via e-mail, Canvas or telephone. **It is the student’s responsibility to check Canvas regularly for any announcements.** The preferred method of contact for the instructor is email/Canvas. Only USF email accounts will be used in corresponding with the instructor.

**Tapes and Notes:**

In this practice course, tape recordings of class lectures are not permitted, unless otherwise specified in writing by the professor. Lecture notes may be provided on the Canvas site. While you may make copies of these notes for your personal use, no copy of these notes may be distributed to anyone other than those students enrolled in the class nor may any copies be sold. **The use of laptops during the class should be used strictly for the use of taking notes or related class material.**

**USFSM AND USF SYSTEM POLICIES**
**Academic Dishonesty:**
The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the catalog, USFSM Undergraduate Catalog or USFSM Graduate Catalog, the USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

In the School of Social Work [http://socialwork.usf.edu/](http://socialwork.usf.edu/) we reserve the right to turn your paper to Turnitin®. Turnitin is an automated plagiarism detection system designed to work in conjunction with CANVAS. Every student paper submitted to CANVAS via this tool automatically undergoes a search through the Internet and a number of internal and external document databases for signs of plagiarism. For confidentiality purposes do not put your name on your paper, use your U number.

**USE OF NON-SEXIST AND PROFESSIONAL LANGUAGE**
The use of non-sexist and professional language is expected in written assignments and in class discussion. Guidelines regarding non-sexist language are available in the Publication Manual of the American Psychological Association.

**ACADEMIC DISRUPTION:**
The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the catalog: USFSM Undergraduate Catalog or USFSM Graduate Catalog, the USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

**Disabilities Accommodation:**
Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator, 941-359-4714, disabilityservices@sar.usf.edu, [http://usfsm.edu/disability-services/](http://usfsm.edu/disability-services/)

**Fire Alarm Instructions**
At the beginning of each semester please note the emergency exit maps posted in classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See Emergency Evacuation Procedures.

For **Informations Commons** assistance at USFSM, please call (941) 359-4225 or Learning Support Services at (941)359-4323.
For USFSM Canvas assistance contact Anthony Spall: aspall@sar.usf.edu
The USF Tampa IT Helpdesk provides 24 hour support for CANVAS. Please call 813-974-1222 or email: help@usf.edu if you need assistance outside of USFSM’s E-Learning hours.
Additionally, CANVAS tutorials can be found in the Student Quickstart Guide at http://guides.instructure.com/m/8470.

To schedule library instruction for face-to-face or online classes at USFSM: You can use the following link http://bit.ly/1juBaBn or contact Diane Fulkerson at dfulkerson@sar.usf.edu or Todd Kelley at tkelley1@sar.usf.edu to schedule library instruction. For the Writing Center please contact Dr. Su Senapati at sb2@sar.usf.edu

FIRST CLASS ATTENDANCE POLICY
This policy has been put into effect so that USF may effectively utilize classroom space and to insure that all students have maximum opportunity to enroll in classes where demand exceeds availability of seats. Names of students who register prior to the first day of the term are printed on the first class roll for each course section. The first class roll is used by professors to drop students who do not attend the first day of class. Students having extenuating circumstances beyond their control and who are unable to attend the first class meeting must notify the instructor or the department prior to the first class meeting to request waiver of the first class attendance requirement. Students who add courses or late-register during the first week of classes will not be on the first class roll and, therefore, will not be dropped for non-attendance by the instructor. Please note that the Registrar’s Office does not add students whose names are handwritten on the first day class rolls to courses, and these students are required to add the course by OASIS. To avoid fee liability and academic penalty, the student is responsible for insuring that he/she has dropped or been dropped.

ATTENDANCE POLICY- School of Social Work
Students are expected to be on time and prepared to participate when class begin as well as be present throughout the entire class meeting. Classroom exercises, discussions, role-plays, guest speakers and other in-class experiential exercises are essential for a student’s professional learning and continued development of self-awareness. This form of learning cannot be “made up” once missed. Accordingly, Attendance is required at all class meetings. Excused absences are limited to the following instances: documented illness, deaths in the immediate family, and other documented crises, military duty, jury duty, religious holidays (consistent with University policy, 10-045), court-imposed legal obligations other than jury duty, and special requirements of other courses (must be documented by the faculty member of record). A student is considered absent if he/she arrives more than 30 minutes late to class, leaves 30 minutes or more early, or does not come to class. Students are allowed to miss one class for classes that meet only once per week without penalty. After that 5% off of the total grade may be deducted for each missed class, at the faculty member’s discretion.

Students who experience an unforeseen circumstance such as a serious medical problem which interferes with their attendance or course assignments should notify the instructor immediately. Students and instructors should familiarize themselves with the USF Incomplete policy.

Contingency Plans:
In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas,
Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the Campus Police Website for further information.

**Religious Observances:**
USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. Instructors canceling class for a religious observance should have this stated in the syllabus with an appropriate alternative assignment.

**Sexual Misconduct/Sexual Harassment Reporting:**
USFSM is committed to providing an environment free from sex discrimination including sexual harassment and sexual violence (USF System Policy 0-004). The Counseling and Wellness Center is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to either the Office of Student Rights and Responsibilities (OSSR) or the Office of Diversity, Inclusion, and Equal Opportunity (DIEO), unless you request that they make a report. Please be aware that in compliance with Title IX and under the USF System Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence.
If you disclose any of these situations in class, in papers, or to me personally, I am required to report it to OSSR or DIEO for investigation. The Deputy Coordinator for USFSM is Mary Beth Wallace, AVP for Student Enrollment, Engagement and Success, 941-359-4330 or marybeth@sar.usf.edu.

**Campus Resources:**
- Counseling Center and Wellness Center 941-487-4254
- Victim Advocate (24/7) 941-504-8599
- List of off-campus resources:
  - Hope of Manatee: 941-755-6805
  - Safe Place & Rape Crisis Center (SPARCC) – Sarasota: 941-365-1976
  - First Call for Help- Manatee: 941-708-6488
  - Sarasota & North Port 941-366-5025
  - Manatee Glens: 941-782-4800

Web Portal Information: Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information:

- See Student Responsibilities - [http://www.asasd.usf.edu/Student.htm](http://www.asasd.usf.edu/Student.htm)
- See Faculty Responsibilities - [http://www.asasd.usf.edu/faculty.htm](http://www.asasd.usf.edu/faculty.htm)
EVALUATION CRITERIA FOR ASSIGNMENTS
Grading for respective assignments is as follows:

1. Literature Review Synthesis Paper 30%
2. Exam 20%
3. Policy Analysis Paper 30%
4. Presentation 20%

Grades will be based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A +</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>94-96</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B +</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
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<tr>
<td>C +</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>74-76</td>
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<tr>
<td>C-</td>
<td>70-73</td>
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<tr>
<td>D +</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>64-66</td>
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<tr>
<td>D-</td>
<td>60-63</td>
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<tr>
<td>F</td>
<td>59</td>
</tr>
</tbody>
</table>

Required TEXTBOOK (s)


Additional required readings will be assigned from selected social welfare policy monographs and will be posted in Canvas.

Supplemental Readings:


*The syllabus and course calendar are working instruments that serve as a guide during the semester and may be modified based on students’ needs and at the instructor’s discretion.*

Course Calendar

Week 1
1/6 Introduction/course overview/syllabus review.
   Chapter 1: The Policy-Based Profession
   Chapter 2: Defining Social Welfare Policy

   What is Social Policy? What is its relationship to social work practice?
   Factors Complicating the Definition of Social Welfare Policy

Week 2
1/13 The History of Social Welfare- Part I
   Read: Chapters 1 and 2 PowerPoints

Week 3
1/20  The History of Social Welfare- Part II
      Chapter 3: Social Welfare Policy Analysis
      Chapter 4: Policy Analysis from a Historical Perspective
      Cursory Knowledge of the Amendments

Week 4
1/27  Social and Economic Analysis
      Chapter 5: Social/Economic Analysis
      Chapter 6: Politics and Social Welfare Policy
      Social Values Related to the Problem
      Phases in the Policy Process Politics!

      Practice Debate: Pros and Cons

Week 5  Fighting Poverty: Temporary Assistance to Needy Families
2/3   Chapter 7: Fighting Poverty: Temporary Assistance to Needy Families

      Practice Debate: Pros and Cons
      TANF: Historical Analysis

Week 6  Aging: Social Security as an Entitlement
2/10  Chapter 8: Mental Health and Substance Abuse

      The Social Security Act of 1935
      Practice Exercise/ Debate
      Contemporary Analysis

Week 7  Class will be help online via Canvas- questions on Mental Health and Managed Care will be assigned
2/17  Mental Health: Managed Care
      Chapter 9: Mental Health: Managed Care
      Patient Protection and Affordable Care Act of 2010
      Economic Implications

Week 8
2/24  Substance Abuse Policies
      Chapter 10: Substance Abuse Policies
      Drug Tests for Welfare Clients
Practice Debate/Group Work

**Literature Review/Synthesis Paper due (2/24)**

**Week 9**  
**SPRING BREAK! ENJOY**  
3/3

**Week 10**  
Child Welfare: Family Preservation Policy  
3/10  
Race, Ethnicity, & Immigration  
Chapter 11: Child Welfare: Family Preservation Policy  
Read: DiNitto Chapter 12: The Challenges of a Diverse Society: Race, Ethnicity and Immigration (movie, if time permits)  
Racial Profiling  
Immigration

**Week 11**  
Gender and Sexual Orientation  
3/17  
Read: DiNitto Chapter 11: The Challenges of a Diverse Society: Social Policy, Gender, and Sexual Orientation  
“Don’t Ask, Don’t Tell” Practice Debate/Group Work

**Week 12**  
3/24  
**Exam** (covers everything we have had so far (3/24)  
Disability  
Read: DiNitto Chapter 6: Disability Policy: From Public Assistance to Civil Rights

**Week 13**  
3/31  
Lessons Learned from Policy Analysis  
**Student Presentations**  
Chapter 12: Policy Practice for Social Workers  
Chapter 13

**Week 14**  
4/7  
**Student Presentations**

**Week 15**  
4/14  
**Policy Analysis Paper Due**  
We incorporate policy into our daily practice!

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**REFERENCES**


Appendix A

**University of South Florida**  
**COLLEGE OF BEHAVIORAL AND COMMUNITY SCIENCES**  
**School of Social Work**  
**SOW 6235**

**Literature Review Synthesis Paper-Grading Rubric**

**Nature and scope of the social problem: 6 points**
Student thoroughly presents definition and demographics about the issue and discusses policies and programs regarding the issue

**How social workers are involved: 5 points**
Student identifies the state and local agencies handling the issue and how the field of social work is involved

**Current operational or proposed solutions for the issue: 7 points**
Student clearly describes current and proposed solutions and their intended and unintended consequences

**Your recommendations: 7 points**
Student’s thorough, well-developed, and logical recommendations based on knowledge presented- at least one page in length

**Writing, Grammar, APA style: 5 points**
Student synthesizes information, writes clearly and accurately, and uses proper APA style throughout

**Total = 30**

Appendix B

USF School of Social Work  
SOW 6235  
Social Welfare Policy Analysis Paper– Grading Rubric

**Social Problem: 3 points**  
Explains a current social problem using current demographics and facts

**Policy/Legislation: 4 points**  
Student thoroughly and accurately describes the policies and their objectives, its opponents and supporters

**Implementation: 4 points**  
Student discusses social programs generated by policies and understands their strengths and weaknesses

**Affected Populations: 4 points**  
Student thoroughly examines all populations which are impacted by policies beyond the obvious

**Intended Impact: 4 points**  
Student clearly describes who was impacted and how

**Actual Impact: 4 points**  
Student presents clear, accurate, and well-thought out understanding of costs/benefits and implications of policies

**Recommendations: 4 points**  
Student’s thorough, well-developed, and logical recommendations based on knowledge presented
**Writing, Grammar, APA style: 3 points**
Student synthesizes information, writes clearly and accurately, and uses proper APA style throughout

*Total = 30*

**GRADING RUBIC FOR PRESENTATION**

**PowerPoint Presentation: 10 points**
Poster/PowerPoint information is clear, easy to read, contains salient points, and is organized

**Presentation: 10 points**
Student/students speak audibly and clearly, appears to understand the content and presents salient points in an organized manner

*Total = 20*