

School of Social Work
North Hall
University of Iowa
Salome Raheim, Director

Center: Iowa City

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Course Outline

I. 42: 262 001 Social Policy for Integrated Practice; Spring 2003; 332 North Hall;

This course provides a systematic basis for understanding policies, trends, and problems in social policy and how social workers can affect the policy process. A major purpose of the course is to develop the ability to critically examine social, economic, and political factors that influence the formation of social policies. The class will also analyze social policy implementation and the impact of social policies on vulnerable populations, service providers, and communities.

Rationale: The course builds on the knowledge and skills developed in the foundation policy class and enables students to apply advanced policy analysis and practice skills to the Integrated Practice Concentration in the second year of the master's program.

Pre-requisites: 042:260, second-year M.S.W. standing, or consent of instructor.

II. Goals of the Course

1. Identify and understand the major stages of the policy process and how the structure and ongoing processes of governments shape the policy-making process and the roles of multiple participants in policy making.
2. Analyze the overt and covert purposes, assumptions, theories and values behind social policies and their intended and unintended consequences.
3. Assess the differential impact of social policies on minority groups, women, the poor, the aged, people of color and other historically oppressed groups, as well as service providers and communities.
4. Develop the ability to critically analyze and verbally articulate arguments concerning social policy issues in various settings.
5. Understand the professional role of social work in influencing social and political action.
6. Develop a familiarity with sources and types of information and data used in social policy formulation and analysis, including library and Internet sources.

III. Academic Outcomes of the Course

Students successfully completing this course will be able to:

1. demonstrate proficiency in the use of policy-oriented material, including library resources and electronic media;
2. analyze social problems at the societal level (i.e., state, nation, or international);
3. identify shortcomings in current policies, such as gaps in services and unintended consequences;
4. identify discriminatory outcomes of policy.
5. recommend policy reforms, including those aimed at strengthening communities;
6. use legislative testimony, lobbying materials, or guest editorials to influence policy development.
7. apply ethical principles to policy analysis and policy practice.
8. apply principles of cultural competence to policy analysis and practice.

IV. Required Readings

The Jansson textbook is for sale at the University Bookstore in the basement of the Iowa Memorial Union. Copies of the other readings are available in the main office (308 NH) to check out and photocopy. You can also find them on reserve at the main library.

Textbook

Jansson, B. S. (2003). *Becoming an effective policy advocate: From policy practice to social justice*. 4th ed. Pacific Grove, CA: Brooks/Cole.

Articles

Cooper, M. (2002). Retirement security. *The CQ Researcher*, 12, 481-504.

Hansen, B. (2001). Kids in prison. *The CQ Researcher*, 11, 345-376.

Koch, K. (2000). Zero tolerance. Pp. 21-39 in *Issues in Social Policy: Selections from the CQ Researcher*. Washington, D.C.: Congressional Quarterly Researcher.

Marshall, P. (2002). Three-strikes laws. *The CQ Researcher*, 12, 417-432.

Specter, M. (1999). The dangerous philosopher. *The New Yorker*, Sept. 6, 46-55.

Tanner, J. (2002). Living-wage movement. *The CQ Researcher*, 12, 769-792.

V. Evaluation of Student Performance

1. Quizzes will be given during the first 20 minutes of class. There will be no late or make-up quiz. The lowest two quiz grades will be dropped from the computation of the final grade.

Students are expected to attend all classes.

Failure to participate in assigned group activities will affect one's grade for the group legislative testimony.

No late papers will be accepted. Both the Literature Search and Literature Summary papers must be given to the instructor and to your legislative group members *in class on the due date* in order to receive course credit. Failure to participate in assigned Legislative Testimony without valid emergency reasons with appropriate documentation and prior notification of the instructor will result in a loss of all points for that assignment.

2. The course grade will be determined using the following weights:

35% 9 in-class quizzes (of which 7 will count)

10% Elder support policy paper

10% Kids-in trouble policy paper

5% Literature search (pass/fail)

10% Summary of articles paper

30% Group legislative testimony/lobbying

100%

Class participation will be considered in determining borderline grades.

The average quiz score (based on your seven best quiz scores out of nine possible quiz scores) will be assigned a letter grade as follows:

95-100%	A
89-94.9%	A-
83-88.9%	B+
77-82.9%	B
71-76.9%	B-
65-70.9%	C+
59-64.9%	C
53-58.9%	C-
47-52.9%	D+
0-46.9%	F

VI. University and school policies

A. Students with disabilities

Federal law requires that the university make reasonable efforts to accommodate students with disabilities. The student is responsible for arranging accommodations. A student with a disability will bring to the instructor a confidential form available from and signed by a counselor in the Office of Student Disability Services, verifying the need for accommodation. If the student and instructor disagree on how course requirements may be altered without compromising the integrity of the course, the student will contact the Director of the School. The Director will work with the student, the instructor, and the Office of Student Disability Services to resolve such differences. Questions may be addressed to the Office of Student Disability Services, 335-1462.

B. Resources for obtaining additional help

The school provides support and assistance to students who, for a variety of reasons, may be experiencing academic problems. Such students should speak with the Graduate Coordinator or the director of the school to arrange for special support services.

C. Student grievances

A student wishing to grieve a grade should discuss the matter with the instructor. If the grievance is not resolved, students should use the school's appeal process as described in the school's student handbook (Appeals Committee). In the event that the grievance still has not been resolved, the student should send a letter describing the grievance to the Associate Dean for Academic Programs, who attempts to resolve the matter. The Associate Dean changes a grade only if it was assigned in violation of college or university policy and only after consultation with the school's director.

D. Academic misconduct

An incident of inappropriate citation (i.e. plagiarism) or other forms of academic dishonesty will result in a reduction of the student's grade for the course, *at minimum*, or a failing grade, depending upon the severity of the transgression. The student's misconduct will also be reported to the MSW Coordinator, at which point further disciplinary action may be taken. Please refer to the *Educational Handbook for the Master of Social Work Program*, Student Advancement Policy, pp. C-1 through C-6.

VII. Class Topics and Class Schedule

January 27

Week 1—Introduction

Video: *Policy affects practice: Students/practitioners affect policy*
produced by Influencing State Policy (www.statepolicy.org)

Legislative Testimony: Group meeting # 1 (1 hour)

February 3

Week 2—The political continuum; why policy advocacy?

Quiz 1

Video clip 1.1: Personal accounts by two social work students about how they initiated policy advocacy (Aimee Perron and Vivian Clark)

Reading: Jansson, chapters 1 & 2

February 10

Week 3—A theory of distributive justice; the utilitarian approach

Quiz 2

Video clip 2.1: Policy advocacy and social work (Leslie Leighninger)

Reading: Jansson, chapters 3 & 4, Specter (The dangerous philosopher)

February 17

Week 4—Policies concerning children in trouble

Video clip 2.2: Linking to an advocacy group (Anneka Scranton)

Video clip 3.1: How PACE works (Dave Dempsey)

Legislative Testimony: Group meeting # 2 (60 minutes)

Reading: Hansen (Kids in Prison) & Koch (Zero Tolerance)

Short paper due on kids-in-trouble policies

Literature Search due

February 24

Week 5—Sentencing adult offenders

Quiz 3

Video clip 4.1: How policy advocates run for office (Dave Dempsey)

Video clip 5.1: How policy advocates use the media (Ron Dear)

Guest lecturer: Professor Michele Eliason, School of Nursing

Reading: Jansson chapter 5 & Marshall (Three-strikes laws)

March 3

Week 6—Analyzing problems

Quiz 4

Video clip 4.2: How policy advocates develop public service careers (Dave Dempsey)

Reading: Jansson chapter 6 & Cooper (Retirement Security)

March 10

Week 7—Legislative Testimony: Group meeting # 3 (150 minutes)

Summary of articles paper due (turn instructor's copy in to Professor Bob Schope or e-mail it to me no later than March 11, 12:30 pm.)

March 17

Spring Break

March 24

Week 8—Developing, presenting, and defending policy proposals

Quiz 5

Legislative Testimony: Group meeting # 4 (60 minutes)

Reading: Jansson, chapters 7 & 8

March 31

Week 9—Developing and using power

Quiz 6

Video clip 9.1: Successful change agents (Anneka Scranton)

Legislative Testimony: Group meeting # 5 (30 minutes)

Reading: Jansson, chapter 9 & Tanner (Living-wage movement)

April 7

Week 10—Developing political strategy; putting political strategy into action

Quiz 7

Video clip 10.1: Developing political strategy (Sue Hoechstetter)

Video clip 11.2: How to use the media (Ron Dear)

Legislative Testimony: Group meeting # 65 (30 minutes)

Reading: Jansson, chapters 10 & 11

April 14

Week 11—Testifying before a legislative committee

Quiz 8

Video clip 11.1: How to lobby (Ron Dear)

Video: Pat Kelley testifying before Senate Committee Hearing

Legislative Testimony: Group meeting # 7 (30 minutes)

Reading: Jansson, chapters 12 & 13

April 21

Week 12—Assessing policy implementation

Quiz 9

Video clip 12.1: Developing campaign strategy for a race of Rep. Esteben Torres

Legislative Testimony: Group meeting # 8 (30 minutes)

Short paper due on support for significant elder

Reading: Jansson, chapter 14

Deadline for amendment (if any)

April 28

Week 13 - Testimony before Senate Committee on Iowa Family Leave Act

May 5

Week 14 - Testimony before Senate Committee on Prescription Drug Benefit for Elders