# USC Suzanne Dworak-Peck
## School of Social Work

**Social Work 639**
**Summer 2021**
**Policy Advocacy & Social Change**
**3 Units**

| Instructor | Dr. Rocio Terry |
|---|---|
| Email | rociomar@usc.edu |
| Office | Phone/VAC |
| Office Hours | By Appointment |
| Course Day(s) | Tuesday |
| Course Location(s) | VAC |

## COURSE PREREQUISITES
SOWK 536

## CATALOGUE DESCRIPTION
An analysis of how social welfare policies effect the well-being of people and the tools that can be used to advocate for social change.

## COURSE DESCRIPTION
The course is designed to: 1) develop an understanding of the need for social work engagement in policy, 2) examine how to utilize policy advocacy in social work practice in order to better serve the needs of vulnerable populations, and 3) examine frameworks and strategies that can be used to analyze and advocate for solutions to social issues.
The course includes four modules that focuses on: 1) policy paradox, 2) policy practice framework, 3) community development, engagement, and empowerment, and 4) developing an advocacy practice for social change.

## COURSE OBJECTIVES

| Objective # | Objectives |
|---|---|
| 1 | Analyze the policy landscape and the impact of social, political, economic, and global forces on social policy and practice. |
| 2 | Examine approaches to policy analysis and frameworks for developing a policy advocacy practice. |
| 3 | Analyze the policy paradox inherent in achieving equity, efficiency, liberty, and security. |
| 4 | Learn the differences in the policy decisions made by elected officials, public sector managers, and public and private advocacy groups. |
| 5 | Provide an understanding of methods and tools to examine the policy formation process as well as ways to design, implement and evaluate policy advocacy campaigns. |

## COURSE FORMAT / INSTRUCTIONAL METHODS
The role of the instructor in this course is varied, including lecturer, facilitator, consultant and resource person. Modes of instruction will include lecture, in-class discussions, video presentations, and student presentations.  Individual and group in-class activities will be used to provide various ways of learning the relevant frameworks, tools, and concepts.  This class will also be enhanced using online materials and resources.

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## STUDENT LEARNING OUTCOMES

The following table lists the nine Social Work core competencies as defined by the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards:

| Social Work Core Competencies | |
|---|---|
| 1 | Demonstrate Ethical and Professional Behavior |
| 2 | Engage in Diversity and Difference in Practice |
| 3 | Advance Human Rights and Social, Economic, and Environmental Justice* |
| 4 | Engage in Practice-informed Research and Research-informed Practice* |
| 5 | Engage in Policy Practice* |
| 6 | Engage with Individuals, Families, Groups, Organizations, and Communities |
| 7 | Assess Individuals, Families, Groups, Organizations, and Communities |
| 8 | Intervene with Individuals, Families, Groups, Organizations, and Communities |
| 9 | Evaluate Practice with Individuals, Families, Groups, Organizations and Communities |

\* Highlighted in this course

See **Appendix A** for an expanded table, which details the competencies and dimensions of competence highlighted in this course. The table also shows the course objective(s), behaviors/indicators of competence, and course content and assignments related to each competency highlighted in the course.

## COURSE ASSIGNMENTS, DUE DATES & GRADING

| Assignment | Due Date | % of Final Grade |
|---|---|---|
| Assignment 1: Policy Landscape | Week 4 | 15% |
| Assignment 2: Policy Brief | Week 8 | 35% |
| Assignment 3: Policy Advocacy Campaign | Weeks 11 &12 | 40% |
| Class Participation | Ongoing | 10% |

**Assignments:** The major assignments are briefly described below; the instructor will provide a handout with guidelines.

**Assignment 1: Policy Landscape.** The purpose of this assignment is for you to familiarize yourself with the policy landscape at it pertains to a vulnerable population and social issue of your choice. Examples of populations and issues: veterans and PTSD, seniors and social isolation, youth and homelessness, people of color and racism, formerly incarcerated individuals and economic opportunity, etc. **Due: Week 4**

**Assignment 2: Policy Brief**. Building on Assignment 1, you will create a policy brief relating to your chosen population and issue. This policy may be a current state or federal bill you wish to support, amend or oppose. Alternatively, you may choose an existing law that you wish to change. A policy brief is a concise, standalone document designed to create action around a particular issue. Policy briefs are written for elected officials, legislative staff, advocates, and the general public. They are not APA

formatted documents. Physically, they often resemble newsletters with graphs, charts, and photos, other visuals integrated into the document. **Due: Week 8**

**Assignment 3: Policy Advocacy Campaign.** This is a group assignment (up to 3 students per group). Building on Assignments 1 and 2, you will create a policy advocacy campaign for your chosen issue/population. Your campaign will use social media and/or emerging technologies to raise awareness, influence opinions, engage policymakers, and/or mobilize grassroots action. Each group will create a 15-minute presentation using PowerPoint or other presentation software. Your presentation will include a 3-minute PSA video embedded within the presentation. **Due: Weeks 11 or 12**

**Weekly Readings**
Weekly reading assignments are required. Readings lay the foundation for the class discussions and prepare you to complete assignments #1-3. Articles from journals, books, websites, and PDF documents (online) provide technical and conceptual information on policy advocacy and practice, as well as examples of effective advocacy tools and campaigns. Students are encouraged to research additional relevant materials.

Class grades will be based on the following:

| Class Grades | | Final Grade | |
|---|---|---|---|
| 3.85 – 4 | A | 93 – 100 | A |
| 3.60 – 3.84 | A- | 90 – 92 | A- |
| 3.25 – 3.59 | B+ | 87 – 89 | B+ |
| 2.90 – 3.24 | B | 83 – 86 | B |
| 2.60 – 2.87 | B- | 80 – 82 | B- |
| 2.25 – 2.50 | C+ | 77 – 79 | C+ |
| 1.90 – 2.24 | C | 73 – 76 | C |
| | | 70 – 72 | C- |

See **Appendix B** for additional details regarding the definitions of grades and standards established by faculty of the School

**Participation**
Students' active and substantive involvement in the class is considered essential to their growth as practitioners. Consistent attendance, preparation for and participation in class discussions and activities, timely completion of coursework and assignments, and personal conduct that fosters a respectful, collegial, and professional learning environment are expected. Having more than 2 unexcused absences in class may result in the lowering of the grade. For VAC and remote/hybrid Ground courses, substantive participation includes maintaining an active screen in live sessions and completing all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete 2 or more a synchronous units before the live class, without prior instructor permission, also may result in a lowered grade.

**Class participation will be assessed according to the following criteria:**

"A" grade range: Very Good to Outstanding Participation: Contributions in class reflect thorough preparation, and participation is substantial. Ideas offered are always substantive. Regularly provides one or more major insights and comments that provoke deeper thought. If this person were not a member of the class, the quality of discussion and class activities would be diminished markedly.

"B" grade range: Good Participation: Contributions in class reflect solid preparation. Ideas offered are usually substantive, and participation is regular. Provides generally useful insights and some comments that provoke thought. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

"C+" or "C": Adequate Participation: Contributions in class reflect some preparation. Ideas offered are somewhat substantive. Provides some insights, but seldom offers comments that provoke deeper thought. Participation is somewhat regular. If this person were not a member of the class, the quality of discussion would be diminished slightly.  Please note: The minimum passing grade at the graduate level is "C".

"C-" or "D": Inadequate Participation: Says little in class and does not adequately participate in activities or present insights or ideas. Does not appear to be engaged. Submits late work. If this person were not a member of the class, the quality of discussion would not be affected.

"F": Nonparticipant/Unsatisfactory Participation: Misses class. When present, contributions in class, if any, reflect inadequate preparation.  Ideas offered are seldom substantive, and behavior may be inappropriate and/or disrespectful. Unable to work effectively on in-class assignments/activities and detracts from the learning process. Regularly misses assignment deadlines, if work is submitted at all.

## REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

**Required Textbook**

Stone, D. (2011). *Policy Paradox: The Art of Political Decision Making.* (3rd ed.). New York: Norton. ISBN: 9780393912722

Note: Additional readings identified for individual class sessions will be available to download on ARES. Students may access ARES at http://usc.ares.atlas-sys.com.  Readings for this class are listed under the course lead instructor's name: *Sam Mistrano*

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## Course Overview

| Unit | Topics | Assignments |
|------|--------|-------------|
| | **MODULE 1: The Policy Paradox** | |
| 1 | **The Policy Paradox: Policy, Politics and Intersectionality**<br>Course overview and introductions<br>What is Social Welfare Policy?<br>Policy Making Process<br>Intersectionality<br>Politics as Ideologies<br>Grand Challenges of Social Work: End Homelessness | |
| 2 | **The Policy Paradox: The Market & the Polis**<br>Model of Reasoning<br>Model of Society<br>Model of Policy Making | |
| 3 | **Policy Goals & Policy Actions**<br>Policy Goals: Equity, Efficiency, Welfare, Liberty, and Security | |
| 4 | **Strategic Representations of Situations**<br>Intersectionality and homelessness<br>Problems represented as: Symbols, Numbers, Causes, Interests, and Decisions | **ASSIGNMENT 1 DUE** |
| | **MODULE 2: Policy Practice Framework** | |
| 5 | **Policy Instruments for Solving Problems**<br>Solutions: Incentives, Rules, Facts, Rights, and Powers | |
| 6 | **Policy Analysis: Tools for Building Evidence-Based Social Policy**<br>How to conduct a policy analysis<br>Kingdon's Open Window Model<br>Power Analysis: Perspectives of Stakeholders and Policy Advocates | |
| | **MODULE 3: Community Development, Engagement, & Empowerment** | |

| Unit | Topics | Assignments |
|------|--------|-------------|
| 7 | **Community Development & Housing**<br>Community Development<br>Approaches to Ending Homelessness | |
| 8 | **Community Empowerment and Organizing**<br>Empowerment and Organizing Strategies<br>Place-based Initiatives | ASSIGNMENT 2 DUE |

**MODULE 4: Developing an Advocacy Practice for Social Change**

| Unit | Topics | Assignments |
|------|--------|-------------|
| 9 | **Advocacy & Human-Centered Design**<br>Advocacy<br>Human-Centered Design<br>Using social media to drive social change | |
| 10 | **Designing and Evaluating an Advocacy Campaign**<br>Defining the issue and causes<br>Generating possible solutions<br>Determining target audience<br>Selecting appropriate advocacy tools<br>Measuring Success | |
| 11 & 12 | **Policy Advocacy Campaigns for Social Change: Team Presentations** | ASSIGNMENT 3 DUE |

| SOWK 639 Summer 12 Unit Session VAC Topics | Async Assignment by Week |
| --- | --- |
| **Week 1 The Policy Paradox: Policy, Politics, and Intersectionality** <br> Course overview and introductions <br> What is Social Welfare Policy? <br> Policy Making Process <br> Intersectionality <br> Politics as Ideologies <br> Grand Challenges of Social Work: End Homelessness | 1.1-1.6 No Changes |
| **Week 2 The Policy Paradox: The Market and the Polis** <br> Model of Reasoning <br> Model of Society <br> Model of Policy Making | 2.1- 2.6 No Changes |
| ***Week 3 Policy Goals and Policy Actions*** <br> Policy Goals: Equity, Efficiency, Welfare, Liberty, and Security | 3.1- 3.7 No Changes |
| **Week 4 Strategic Representations of Situations** <br> Intersectionality and homelessness <br> Problems represented as: Symbols, Numbers, Causes, Interests, and Decisions | 4.1-4.6 No Changes <br> Assignment 1 due |
| **Week 5 Policy Instruments for Solving Problems** <br> Solutions: Incentives, Rules, Facts, Rights, and Powers | 5.1 – 5.5 No Changes |
| ***Week 6*** **Policy Analysis: Tools for Building Evidence-Based Social Policy** <br> How to conduct a policy analysis <br> Kingdon's Open Window Model <br> Power Analysis: Perspectives of Stakeholders and Policy Advocates | 6.1 – 6.3 No Changes |
| **Week 7 Community Development & Housing** <br> Community Development <br> Approaches to Ending Homelessness | 7.1-7.7  No Change |
| **Week 8 Community Empowerment and Organizing** <br> Empowerment and Organizing Strategies <br> Place-based Initiatives | 8.1-8.5 No Change <br> Assignment 2 due |
| **Week 9 Advocacy & Human-Centered Design** <br> Advocacy <br> Human-Centered Design <br> Using social media to drive social change | 10.1-10.4 and 11.1-11.7 <br><br> No Changes |

| | |
|---|---|
| **Week 10 Designing and Evaluating an Advocacy Campaign**<br>Defining the issue and causes<br>Generating possible solutions<br>Determining target audience<br>Selecting appropriate advocacy tools<br>Measuring Success | 12.1-12.3 and 13.1-13.6<br><br>No changes |
| **Week 11 Presentations** | Assignment 3 due |
| **Week 12 Presentations** | |

Readings are available in ARES.

# Course Schedule—Detailed Description
## Module 1: The Policy Paradox

### Unit 1:        The Policy Paradox: Policy, Politics and Intersectionality

**Topics**
- Course overview and introductions
- What is Social Welfare Policy?
- Policy Making Process
- Intersectionality
- Grand Challenges of Social Work: End Homelessness

**Exercise:** Prior to class, take at least one Implicit Association Test on this website:
https://implicit.harvard.edu/implicit/takeatest.html

For more information about Project Implicit, go to: https://www.projectimplicit.net/index.html

**Required Reading**

Henwood, B.F., Wenzel, S.L., Mangano, P.F., Hombs, M.,Padgett, D.K., Byrne, B., Rice, E., & Uretsky,
        M.C. (January 2015). The Challenge of Ending Homelessness. Grand Challenges for Social Work
        Initiative, Working Paper No. 9, 1-22, American Academy of Social Work and Social Welfare.

Stone, D. (2012). Introduction. In *Policy paradox: The art of political decision-making* (3rd Ed., pp.1-15).
        New York: W.W. Norton & Company.

**View:** Kimberlé Crenshaw: The urgency of intersectionality
        (https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality

### Unit 2:        The Policy Paradox

- Intersectionality and homelessness
- Model of Reasoning
- Model of Society
- Model of Policy Making

**Required Reading**

Lurie, K. & Schuster, B. (May 2015). Discrimination at the margins: The intersectionality of homelessness
        and other marginalized groups. pp, i-5. Seattle University: School of Law: Homeless Rights
        Advocacy Project.

Stone, D. (2012). The market and the polis. In *Policy paradox: The art of political decision-making* (3rd
        Ed., pp. 19-36).  New York: W.W. Norton & Company.

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## Unit 3: Policy Goals and Policy Actions

### Topics
- Policy Goals: Equity, Efficiency, Welfare, Liberty, and Security

### Required Reading

Stone, D. (2012). Equity. In *Policy paradox: The art of political decision-making* (3rd Ed., pp. 39-62). New York: W.W. Norton & Company.

Stone, D. (2012). Efficiency. In *Policy paradox: The art of political decision-making* (3rd Ed., pp. 63-84). New York: W.W. Norton & Company.

Stone, D. (2012). Welfare. In *Policy paradox: The art of political decision-making* (3rd Ed., pp. 85-106). New York: W.W. Norton & Company.

Stone, D. (2012). Liberty. In *Policy paradox: The art of political decision-making* (3rd Ed., pp. 107-128). New York: W.W. Norton & Company.

Stone, D. (2012). Security. In *Policy paradox: The art of political decision-making* (3rd Ed., pp. 129-153). New York: W.W. Norton & Company

## Unit 4: Policy Instruments for Solving Problems

### Assignment 1 Due

### Topics
- Strategic Representation of Problems: Symbols, Numbers, Causes, Interests, and Decisions

### Becky Blanton: The year I was homeless
https://www.ted.com/talks/becky_blanton_the_year_i_was_homeless?language=en

### Required Reading

Stone, D. (2012). Numbers. In *Policy paradox: The art of political decision-making* (3rd Ed., pp. 183-205). New York: W.W. Norton & Company.

Stone, D. (2012). Causes. In *Policy paradox: The art of political decision-making* (3rd Ed., pp. 206-228). New York: W.W. Norton & Company.

Stone, D. (2012). Interests. In *Policy paradox: The art of political decision-making* (3rd Ed., pp. 229-247). New York: W.W. Norton & Company.

Stone, D. (2012). Decisions. In *Policy paradox: The art of political decision-making* (3rd Ed., pp. 248-268). New York: W.W. Norton & Company.

## Module 2: Policy Analysis, Systems, and Results

## Unit 5:     Policy Instruments for Solving Problems

### Topics

- Solutions: Incentives, Rules, Facts, Rights, and Powers

### Required Reading

Stone, D. (2012). Incentives. In *Policy paradox: The art of political decision-making* (3rd Ed., pp. 271-288).  New York: W.W. Norton & Company.

Stone, D. (2012). Rules. In *Policy paradox: The art of political decision-making* (3rd Ed., pp. 289-310). New York: W.W. Norton & Company.

Stone, D. (2012). Facts. In *Policy paradox: The art of political decision-making* (3rd Ed., pp. 311-330). New York: W.W. Norton & Company.

Stone, D. (2012). Rights. In *Policy paradox: The art of political decision-making* (3rd Ed., pp. 331-377). New York: W.W. Norton & Company

### View: Can Homelessness be Solved? John Maceri at TedxUCLA
https://www.youtube.com/watch?v=-eCROJkVc54

## Unit 6:     Approaches to Policy Analysis

### Topics

- How to conduct a policy analysis
- Kingdon's Open Policy Window
- Power Analysis: Perspectives of Stakeholders and Policy Advocates

**Exercise:** Complete Power Analysis Template for your project

### Required Reading

Harvard Family Research Project. (Spring 2007). Evaluation based on theories of the policy process. The evaluation exchange: A periodical on emerging strategies in evaluation, vol. XIII, no.1, 6-7. Harvard Graduate School of Education. Cambridge, MA.

### Recommended Reading

Elmore, R. (1979-80). Backward mapping: implementation research and policy decisions. *Political science quarterly*, *64*(4), pp. 601-616.

Segal, E., & Brzuzy, S. (1998). Social welfare policy analysis. In *Social welfare policy, programs and practice* (pp. 59-74). Itasca, IL: Peacock Publishers.

**Module 3: Community Development, Engagement, & Empowerment**

## Unit 7: Community Development & Housing

### Topics
- Community Development
- Empowerment and Organizing
- Approaches to Ending Homelessness

### Required Reading

Graves, E.M. (January 2014). Policy Brief: How the Boston case can inform a neighborhood stabilization policy. Community Development Issue Briefs 2014 series, pp. 1-15.

Housing First: A New Approach to Ending Homelessness. (2004, December). *In National Alliance To End Homelessness. Source Book On Family Homelessness Problems and Solutions* (pp. 21-36).

**LISTEN:**
http://www.npr.org/2013/09/26/226201549/l-a-puts-chronically-homeless-in-the-front-of-housing-line

### Recommended Readings

Juarez & Associates and Harder+Company for First 5 LA (2011, November) *Best practices in place-based initiatives: Implications for evaluation of best start* (pp. 1-35).

## Unit 8: Community Empowerment and Transformation
**Assignment #2: Policy Brief Due**

### Topics
- Community Empowerment and Organizing
- Place-based Initiatives

This Unit relates to course objectives 3, 4 and 5.

**View film: Brooklyn Matters**

### Required Reading

Bell, J. & Lee, M. M. (2011) Why place & race matter: Impacting health through a focus on race & place. Policy Link. pp 1-33

Center for Prevention Research and Development. (2006, April). *Evidence-Based Practices for Effective Community Coalitions* (pp. 1-16). Center for Prevention Research and Development, Institute of Government and Public Affairs, University of Illinois.

## Module 4: Developing an Advocacy Practice for Social Change

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## Unit 9:     Advocacy & Human-Centered Design

### Topics
- Advocacy
- Human-Centered Design
- Using social media to drive social change

### Required Reading

Aaker, J. & Smith, A. (Winter 2011) Dragonfly effect. Stanford Social Innovation Review. pp. 31-35.
Ideo. (2015). The field guide to human-centered design: Design kit. Retrieved from
http://www.designkit.org/resources/1

Wilson, J. & Adelman, E. DU (Sep 24, 2018) DU students prioritize the human in human-centered design.
Retrieved from https://www.gc2eh.org/blog/du-students-prioritize-the-human-in-human-centered-design

**Exercise**: Read an assigned case study from http://www.dragonflyeffect.com/blog/dragonfly-in-action/case-studies/ and present your perspectives on how social media was used to drive social change.

### View
Grameen Foundation: Human-centered Design. https://youtu.be/6mcZKWhjr9o

Human Rights Advocacy. https://www.youtube.com/watch?v=ghUSEHe7Wug

Digital Advocacy to End Shackling in Indonesia.
https://www.youtube.com/watch?v=CJj0DbcilMM&list=PL5m1_CAEBBs0rF6NAhfbqFq65w14uhj9a&index=6

### Explore
Digital Advocacy: http://ctb.ku.edu/en/table-of-contents/advocacy/direct-action/electronic-advocacy/main

**Movements: http://www.movements.org**

**Listen to:** Leveraging Twitter for Nonprofit Initiatives
http://www.ssireview.org/podcasts/entry/leveraging_twitter_for_nonprofit_initiatives

**Recommended Viewing: Maggie Growls**

Jack Abramoff: The lobbyist's playbook - 60 Minutes
https://www.youtube.com/watch?v=CHiicN0Kg10

**Recommended to Explore:** From the web-based resources below, explore at least two websites and read at least one blog.

Human-centered design and homelessness

www.theberkeleyinnovationgroup.com/big-ideas/homelessness-design-thinking-big

Advocacy & Activism
e.politics: http://epolitics.com/
NetCentric Advocacy: http://www.network-centricadvocacy.net
NetSquared: http://www.netsquared.org/about#.VGwOwjTF9AA
Tactical Technology Collective: http://www.tacticaltech.org/

Blogs
ePolitics. www.epolitics.com
techPresident. www.techpresident.com
Mobile Active. http://www.youtube.com/user/MobileActiveOrg/about
*DigiActive.* https://twitter.com/digiactive?lang=enDrDigipol http://drdigipol.tumblr.com
Digital Politics http://www.pewinternet.org/2013/02/20/digital-politics-pew-research-findings-on-technology-and-campaign-2012/

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## Units 10: Designing and Evaluating an Advocacy Campaign

**Topics**
- Defining the issue and causes
- Generating possible solutions
- Determining target audience
- Selecting appropriate advocacy tools
- Measuring Success

**Required Reading**

Schiffrin, A. & Zuckerman, E. (Fall 2015) Can we measure media impact? Surveying the field. 1-12, Social Innovation Review, Measurement & Evaluation,

Evaluating Social Media Efforts: One Approach to Consider
https://www.samhsa.gov/capt/tools-learning-resources/evaluating-social-media-efforts

**View:** Why Are Social Causes Easy To Launch But Hard To Win?
http://www.npr.org/2015/04/24/401738765/why-are-social-causes-easy-to-launch-but-hard-to-win

**Explore**: https://www.councilofnonprofits.org/everyday-advocacy

**Resource guides:**

Real Clout Tool Box, From the Public Policy Institute, Boston, MA. Go to the resource library:
http://realclout.org/.

A Nonprofit Advocacy Resource Guide. http://snellingcenter.org/nonprofit-advocacy-resource-guide/

| Unit 11 & 12: | Policy Advocacy Campaigns for Social Change:<br>Team Presentations |
|---|---|

## List of Appendices

A. Detailed Descriptions of Social Work Core Competencies Highlighted in this Course

B. Definitions of Grades and Standards Established by Faculty of the School

C. Suzanne Dworak-Peck School of Social Work DEI Statement

D. University Policies and Guidelines

E. Support Systems and Additional Resources

## Appendix A: Detailed Description of Social Work Core Competencies Highlighted in Course

| Competency | Objectives | Behaviors | Dimensions | Content |
|---|---|---|---|---|
| **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**<br>Social workers understand that every individual, regardless of position in society, has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers use strategies designed to eliminate oppressive structural barriers in order to ensure more equitable distribution of resources, access to opportunities, social goods, and services. Social workers recognize their responsibility to protect the human rights and well-being of individuals in communities, organizations, and businesses across the globe. | **1.** Present the policy landscape and the impact of social, political, economic, and global forces on social policy and practice. | **3a.** Understand and assess economic trends, business practices, social trends, and governmental actions nationally and globally to recognize the impact on the well-being of individuals, families and communities. | Cognitive and Affective Processes | **Unit 1:** The Policy Paradox: Policy, Politics, and Reform<br><br>**Unit 2:** The Policy Paradox: Policy, Politics, and Reform<br><br>**Assignment 1**: Policy Landscape |
| **Competency** | **Objectives** | **Behaviors** | **Dimensions** | **Content** |

| Competency | Objectives | Behaviors | Dimensions | Content |
|---|---|---|---|---|
| **Competency 4:** **Engage in Practice-informed Research and Research-informed Practice** Social workers understand quantitative and qualitative research methods and their respective roles in advancing scientific knowledge regarding practice in community, organization, and business contexts. Social workers use scientific, ethical, and culturally informed approaches to build knowledge related to practice in order to professionally guide interventions designed to bring about change in community, organization, and/or policy arenas. They understand that evidence that informs practice derives from multiple domains and ways of knowing. They understand the processes for translating research findings into effective practice, and using practice knowledge to inform research, analyze the need for social change, and begin to develop interventions. | **2.** Examine approaches to policy analysis and frameworks for developing a policy advocacy practice. **3**. Analyze policy politics and the paradoxes inherent in achieving equity, efficiency, liberty, and security. | **4b**. Identify, synthesize and critically analyze the findings from research to inform the understanding of social issues and to guide the development of solutions for practice, policy, and social service delivery. | Skills | **Unit 5:** Approaches to Policy Analysis – Part 1 **Unit 6:** Approaches to Policy Analysis –Part 2 **Assignment 2:** Policy Brief **Assignment 3:** Policy Advocacy Campaign |
| **Competency** | **Objectives** | **Behaviors** | **Dimensions** | **Content** |
| **Competency 5: Engage in Policy Practice** Social workers understand that policy and its implementation at the federal, state, and local levels mediate human rights of individuals and social justice. Social workers understand the history and current structures of social policies and service delivery systems, the role of policy in service delivery, and the role of practice in policy development. Social workers actively engage in policy practice to effect change in communities, organizations and businesses. Social workers understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy, and are knowledgeable about policy formulation, implementation, and evaluation. | **3**. Analyze policy politics and the paradoxes inherent in achieving equity, efficiency, liberty, and security **4**. Learn the differences in the policy decisions made by elected officials, public sector managers, and public and private advocacy groups. | **5b.** Analyze, formulate, and advocate for policies that advance human rights and protect vulnerable populations in work environments or enhance access to employment across the life span. | Cognitive and Affective Processes | **Unit 7:** Community Development & Housing **Unit 8:** Community Empowerment and Transformation **Unit 9:** Race and Place-Based Initiatives **Assignment 2:** Policy Brief **Assignment 3:** Policy Advocacy Campaign |

## Appendix B: Definitions of Grades and Standards Established by Faculty of the School

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School:

1. Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student.

2. A grade of B+ will be given to work which is judged to be very good.  This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment.
3. A grade of B will be given to student work which meets the basic requirements of the assignment.  It denotes that the student has done adequate work on the assignment and meets basic course expectations.
4. A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.
5. A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.
6. Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

## Appendix C: Suzanne Dworak-Peck School of Social Work Diversity, Equity, and Inclusion Statement

At the USC Suzanne Dworak-Peck School of Social Work, we aspire to promote diversity, equity and inclusion in our courses and professional practice. We value the diverse backgrounds and perspectives that our students bring into the classroom as strengths and resources that enrich the academic and learning experience. We offer and value inclusive learning in the classroom and beyond.  We integrate readings, materials and activities that are respectful of diversity in all forms, including race, ethnicity, culture, gender identity and expression, sexual orientation, age, ability and disability, socioeconomic status, religion, and political perspectives. Collectively, we aspire to co-create a brave space with students and instructors to critically examine individual and collective sources of bias, prejudice, discrimination, and systematic oppression that affect the ability of people and communities to thrive. In this way, we fulfill our professional responsibility to practice the NASW Code of Ethics, abide by the CSWE Educational Policy and Accreditation Standards, and address the American Academy of Social Work and Social Welfare, Grand Challenges for Social Work.

## Appendix D: University Policies and Guidelines

### Attendance Policy
Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email (xxx@usc.edu) of any anticipated absence or reason for tardiness.
University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day.  Students must make arrangements in advance to complete class work which will be missed, or to reschedule an examination, due to holy days observance.
Please refer to SCampus and to the USC School of Social Work Policies and Procedures for additional information on attendance policies.

### Statement on Academic Conduct

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Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Recording a university class without the express permission of the instructor and an announcement to the class, as well as distributing or using recordings of university lectures or classes without the express permission of the instructor, for purposes other than individual or group study, also constitute violations of the USC Student Conduct Code. Please familiarize yourself with the discussion of plagiarism, unauthorized recording of university classes, and other forms of academic dishonesty and misconduct in SCampus, Part B, Section 11, "Behavior Violating University Standards," as well as information in SCampus and in the university policies on scientific misconduct.

### Statement about Incompletes
The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official "Incomplete Completion Form."

### Policy on Late or Make-up Work
Papers are due on the day and time specified.  Extensions will be granted only for extenuating circumstances.  If the paper is late without permission, the grade will be affected.

### Policy on Changes to the Syllabus and/or Course Requirements
It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

### Code of Ethics of the National Association of Social Workers
*Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly*
*https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English*

### Preamble
The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.
The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:
- Service
- Social justice
- Dignity and worth of the person

- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

## Academic Dishonesty Sanction Guidelines

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning, and for discussion with others, including those who may not be in this class, unless the instructor imposes more stringent requirements. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. There are civil and criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.

## Complaints

Please direct any concerns about the course with the instructor first.  If you are unable to discuss your concerns with the instructor, please contact the faculty course lead Sam Mistrano (mistrano@usc.edu) . Any concerns unresolved with the course instructor or faculty course lead may be directed to the student's advisor and/or the Chair of the MSW program Dr. Tyan Parker Dominguez  (tyanpark@usc.edu)

## Appendix E: Support Systems and Additional Resources

**Counseling and Mental Health**
https://studenthealth.usc.edu/counseling/
Phone number (213) 740-9355
On call 24/7
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

**National Suicide Prevention Lifeline**
https://suicidepreventionlifeline.org/
Phone number 1 (800) 273-8255
On call 24/7
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

**Relationship and Sexual Violence Prevention Services (RSVP)**
https://studenthealth.usc.edu/sexual-assault/
Phone Number (213) 740-9355(WELL), press "0" after hours
On call 24/7
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

**USC Suzanne Dworak-Peck**
School of Social Work

**USC Office of Equity, Equal Opportunity, and Title IX**
https://eeotix.usc.edu/
Phone number (213) 740-5086
Title IX Office (213) 821-8298
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

**Reporting Incidents of Bias or Harassment**
https://usc-advocate.symplicity.com/care_report/index.php/pid422659?
Phone number (213) 740-5086 or (213) 821-8298
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity, Equal Opportunity, and Title IX for appropriate investigation, supportive measures, and response.

**The Office of Disability Services and Programs**
https://dsp.usc.edu/
Phone number (213) 740-0776
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

**USC Campus Support and Intervention**
https://campussupport.usc.edu/
Phone number (213) 821-4710
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

**Diversity at USC**
https://diversity.usc.edu/
Phone number (213) 740-2101
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

**USC Emergency**
https://dps.usc.edu/
UPC phone number (213) 740-4321
HSC phone number (323) 442-1000
On call 24/7
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

**USC Department of Public Safety**
https://dps.usc.edu/
UPC phone number (213) 740-6000
HSC phone number (323) 442-120
On call 24/7
Non-emergency assistance or information.

**Additional Resources**
Students enrolled in the Virtual Academic Center can access support services for themselves and their families by contacting Perspectives, Ltd., an independent student assistance program offering crisis services, short-term counseling, and referral 24/7.  To access Perspectives, Ltd., call 800-456-6327.