# Course Change Proposal

**Form A**

<table>
<thead>
<tr>
<th>Academic Group (College):</th>
<th>Social Work</th>
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<tbody>
<tr>
<td>HHS</td>
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<tr>
<th>Academic Organization (Department):</th>
<th>Date:</th>
<th>3/6/2010</th>
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<tbody>
<tr>
<td>Department Chair:</td>
<td></td>
<td>Robin Carter</td>
</tr>
<tr>
<td>Submitted by:</td>
<td></td>
<td>Jude Antonyappan</td>
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<thead>
<tr>
<th>New X</th>
<th>Change</th>
<th>Deletion</th>
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<tr>
<th>Does this course fulfill a requirement for single-subject or multiple subject credential students?</th>
<th>Yes</th>
<th>No</th>
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<tr>
<td>For Catalog Copy:</td>
<td>X</td>
<td>No</td>
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<tr>
<td>Semester Effective:</td>
<td>Fall</td>
<td>Spring</td>
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<tr>
<th>CCE (Extension):</th>
<th>Yes</th>
<th>No</th>
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This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number).

If changing an existing course, should new version be considered a repeat of the original version? If so, the same Course ID will be maintained. If not, a new Course ID will be assigned. Note: In PeopleSoft terminology, the Course ID is the unique system identifier, not the Catalog Nbr.

<table>
<thead>
<tr>
<th>Change from:</th>
<th>Title: Social Welfare Policies and Services (writing intensive course)</th>
<th>Units: 3</th>
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<tbody>
<tr>
<td>Subject Area (prefix) &amp; Catalog Nbr (course #: SWRK 250</td>
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<tbody>
<tr>
<td>Subject Area (prefix) &amp; Catalog Nbr (course #:</td>
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<tr>
<td>Remains the same with the addition of &quot;Writing Intensive&quot;</td>
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**JUSTIFICATION:**

This course is a substantially modified version of SWRK 250, a required course in our graduate program. It is designed to meet the university's requirements regarding graduate writing stipulations. In its current form, the course has been unanimously approved by the division of social work's Curriculum Committee and its Full Faculty committee for it to be offered as the Graduate Writing Intensive course of the division. The course is structured to help graduate social work students acquire proficiency in the stylistic conventions of writing in the discipline of social work as policy practitioners. Course expectations, assignments and assessments are designed to empower students to think, read and write as policy practitioners of social work within the overall goals of the graduate social work program of the CSUS. Opportunities for consistent revision of student work and instructor and peer feedback are built in as integral elements of the course to ensure that purposeful and skillful writing emerges categorically as one of the core competencies of the profession of social work.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/umanual/acad.htm - Guidelines for Catalog Course Description)

Analyzes contemporary social welfare policy and the ways in which policy is carried out through a broad spectrum of agencies and services, in a historical and philosophical context relevant to professional social workers. This course meets the foundation competencies of social welfare policies and services within the specific context of thinking, reading and writing in social work policy practice.

Prerequisites: None Units 3
Corequisite:

Enforced at Registration: Yes ___ No ___ X

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<th>Graded: Letter X ___ Credit/No Credit ___</th>
<th>Instructor Approval Required? Yes ___ No X ___</th>
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| Course Classification (e.g., lecture, lab, seminar, discussion): No Change |

| Title for CMS (not more than 30 characters) | Social Welfare Policies & Services (No Change) |

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<th>Cross Listed?</th>
<th>If yes, do they meet together and fulfill the same requirement, and what is the other course.</th>
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<td>Yes ___ No X ____</td>
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| How Many Times Can This Course be Taken for Credit? 1 ____ |

| Can the course be taken for Credit more than once during the same term? Yes ___ No X ____ |

FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: “Students will be able to: 1), 2), etc.” See the example at http://www.csus.edu/acaf/example.htm

At the end of the course:

Objective 1. Students will cultivate the discipline-specific ways of knowing the social problem background of social policies and programs, with a special focus on the historical evolution of these problems and the changing nature of the government’s response to them.

Assessment Strategies and Learning Outcomes: Students will demonstrate this understanding of the changes in the magnitude of the social problems, policy trends and organization of the services through assimilation of materials presented in the class that is highly correlated with the assigned readings, and by completing the assigned reflective writing projects that are significant for critical analysis of policies related to specific policy area of their interest. Every
other week students will actively engage in an individual in-class reflective writing based on specific guidelines integrating course content and writing after meeting in small groups to discuss the assigned readings. This reflective writing will be submitted to the instructor at the end of each class. Instructor will provide written non-critical feedback with the objective of offering empowering suggestions to improve students' comprehension of the writing fallacies. Students will integrate the feedback and re-write the reflective writing piece for blind peer review the following week. An average of the instructor's and the peer's grade will be computed to indicate the final grade for each reflective writing piece. Overall this component of the class carries 20% of the course grade.

Objective 2. Students will learn to actively use critical thinking skills to process the political and legislative processes that establish and fund the public programs for client systems of various sizes - individuals, families, oppressed groups, organizations and communities.

Assessment Strategies and Learning Outcome: Active participation in the class discussions to discuss the assigned reading for each week is required. Homework (outside the class) consisting of written summaries of readings with each summary expected to encompass a significant theme that made an impression on the student will be required. There will be two revisions allowed for each of this assignment. This carries 20% of the grade.

Objective 3. Evaluate from a policy perspective how the current political trends and ideological themes impact the provision of social welfare services to clients who need the services most and yet are unable to utilize them in a timely manner.

Assessment Strategies and Learning Outcome: The 5 page advocacy proposal paper through which students will demonstrate a specific knowledge base of controversies in state and local social welfare policies, particularly the conceptual underpinnings of the different policies, by focusing on a specific policy area based on readings of current events. Students must read articles relevant to social welfare policies at the state and federal levels on a regular basis and use this knowledge to reflect the rationale for their advocacy efforts. This carries 10% of the course grade. Writing must follow the rubric devised for this purpose.

Objective 4. Students will develop extensive clarity about the criteria for a value-critical appraisal of social policy and programs with regard to the role of social policy in shaping peoples' lives, particularly their sense of well being and degree of participation in the processes that govern the functioning of the society.

Assessment Strategies and Learning Outcome: Students will demonstrate this
competency by completing all the assigned readings and by assimilating the
needed knowledge concerning the multifaceted problems faced by population-at-
risk and groups that are targets of racism, sexism and economic oppression.
Students will read the Green book and peruse the Senate and the House
websites every week to engage in study of the policies introduced to address
problems faced by these groups and by developing critical thinking skills with
regard to complications involved in developing social policies that address the
needs of these groups. The case-based quizzes, the written summaries and the
diversity and policy summary assignments will demonstrate this competency.

Objective 5. Students will learn to apply policy analysis frameworks to analyze
social welfare policies for the purposes of developing viable programs and
recommendations that can be sustained in the real world. Integrated into this
objective is the expectation of identifying the key elements of social welfare policy
that deeply impact the practice of professional social work at the three levels and
learn to develop policy based strategies that will help initiate and sustain social
change.

Assessment Strategies and Learning Outcome: Students will demonstrate the
ability to conduct thorough policy analysis and understand the wide gap between
rationally constructed policies and politically motivated incremental policies
through the policy analysis project that must result in a 15 page policy analysis
paper which constitutes the final exam for this class. Carries 20% of the course
grade.

Objective 6. Develop comprehensive knowledge of current global trends and
international issues in the context of American social policies and vice-versa with
special emphasis on the interconnections of nations in impacting the lives of
citizens all over the world. Students will understand that economic and social
justice are global issues Active participation in the class debates and by providing
constructive written criticism of materials presented in class and assigned
readings on the discussion board maintained for the class will enhance the
achievement of this objective.

Assessment Strategies and Learning Outcome: Students will compare and
contrast the social welfare policies and the social systems of the developed and
the developing nations. One required means to achieve this goal is to follow the
world developments via mass media and the World Wide Web for the purpose of
documenting their reactions to significant policy related issues in a "global
economic and social justice journal" which the students will share with the rest of
the class via discussion board. Constitutes 10% of the course grade.
Objective 7. Students will develop a keen sense of social and economic justice and understand the role of social advocacy in policy formulation and implementation processes by identifying the contemporary socio-economic factors that affect the quality and extent of services provided to varying client systems. Assessment Strategies and Learning Outcomes: A five-page mini social advocacy proposal demonstrating an understanding of social welfare policies and services would be developed by the students. They will employ a critically balanced framework necessary for making effective, informed and sustainable decisions in the public and non-profit sectors.
**Assessment Strategies:** A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

Reflection papers, written summaries, projects and discussion notes (taken from Sac CT/Blackboard logs)

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For whom is this course being developed?
Majors in the Dept: X__
Majors of other Depts: ___
Minors in the Dept: ___
General Education: ___
Other: ___

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes X__ No ___

If yes, identify program(s): Master's in Social Work

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ___ No X__

If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any).

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The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

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**Approvals:** If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

<table>
<thead>
<tr>
<th>Signatures:</th>
<th>Date</th>
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<tbody>
<tr>
<td>Department Chair:</td>
<td>3/10/10</td>
</tr>
<tr>
<td>College Dean or Associate Dean:</td>
<td>4/1/10</td>
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<tr>
<td>CPSP (for school personnel courses ONLY):</td>
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<tr>
<td>Associate Vice President and Dean for Academic Programs:</td>
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Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mall zip 8018. An electronic copy must also be sent.

9/10/2008
SWRK 250 - Social Welfare Policies and Services
Writing Intensive Course

CSUS Catalog Course Description
Analyzes contemporary social welfare policy and the ways in which policy is carried out through a broad spectrum of agencies and services, in a historical and philosophical context relevant to professional social workers. This course meets the foundation competencies of social welfare policies and services within the specific context of thinking, reading and writing in social work policy practice.

Extended Version of the Course
In correspondence with the mission of the Division of Social Work at CSUS this course is intended to help students engage in policy practice by becoming proficient in the content and conventions of processing information, developing frameworks and problem solving that are unique to the field of social work policy and integrated practice.

While the foundation knowledge required of conventional policy courses would remain the structural component of the course the content is structured to dynamically involve students' cognitive and critical thinking abilities for the purposes of changing their attitude toward reading and writing and become proficient in ways of clarifying, assessing, comparing, integrating and creating policy based practice options. The reading materials assigned for the course (most of which are to be completed in the summer prior to the beginning of the Fall 2010 semester) are designed to provoke the students' curiosity regarding the history of policies and services in the global and national context.

A fundamental purpose of this course is to stimulate students' thinking about the controversial areas of social welfare policy, particularly those areas that affect the disenfranchised and the oppressed groups in America and in the international arena. Students will read materials that set the background for asking "Why" and "How" questions—particularly with a social justice focus. Each reading component corresponds with a writing requirement that requires reflective processing of the information in an active manner. The assignments required go beyond documenting the understanding of the subject to reflecting on the integrated nature of policy with practice, theory, research and advocacy.
In concurrence with the philosophy of the Division of Social Work at CSUS and the Council of Social Work Education, the content will include the embedded challenges of social welfare policy implementation at the agency, state and federal levels.

Writing assignments involve examination of students' values and the values of their respective societies in shaping the policies of the government at the macro level. The course is also designed to guide the students toward mastering the writing style required for critically evaluating the programs of the welfare state and the social welfare policy-making processes in the historical, social, political and global contexts.

Furthermore, the reading materials require students to cultivate analyzing the philosophy of contemporary American welfare state in responding to the needs and problems of varying pockets of the society. Most importantly students will be prepared to face the challenges in their writing and are expected to practice writing in a way that brings in cognitive shift toward reading and writing within the discipline of social work.

**Course Objectives & Outcomes**

Objective 1. Students will cultivate the discipline-specific ways of knowing the social problem background of social policies and programs, with a special focus on the historical evolution of these problems and the changing nature of the government's response to them.

Outcome 1: Students will demonstrate this understanding of the changes in the magnitude of the social problems, policy trends and organization of the services through assimilation of materials presented in the class that is highly correlated with the assigned readings, and by completing the assigned reflective writing projects that are significant for critical analysis of policies related to specific policy area of their interest.

Every other week students will actively engage in an individual in-class reflective writing based on specific guidelines integrating course content and writing after meeting in small groups to discuss the assigned readings. This reflective writing will be submitted to the instructor at the end of each class. Instructor will provide written non-critical feedback with the objective of offering empowering suggestions to improve students' comprehension of the writing fallacies. Students will integrate the feedback and rewrite the reflective writing piece for blind peer review the following week. An average of the instructor's and the peer's grade will be computed to indicate the final grade for each reflective writing piece. Overall this component of the class carries 20% of the course grade.

Objective 2. Students will learn to actively use critical thinking skills to process the political and legislative processes that establish and fund the public programs
for client systems of various sizes—individuals, families, oppressed groups, organizations and communities.

Outcome 2: Active participation in the class discussions to discuss the assigned reading for each week is required. Homework (outside the class) consisting of written summaries of readings with each summary expected to encompass a significant theme that made an impression on the student will be required. There will be two revisions allowed for each of this assignment. This carries 20% of the grade.

Objective 3. Evaluate from a policy perspective how the current political trends and ideological themes impact the provision of social welfare services to clients who need the services most and yet are unable to utilize them in a timely manner.

Outcome 3: The 5 page advocacy proposal paper through which students will demonstrate a specific knowledge base of controversies in state and local social welfare policy particularly the conceptual underpinnings of the different policies by focusing on a specific policy area based on readings of current events. Students must read articles relevant to social welfare policies at the state and federal levels on a regular basis and use this knowledge to reflect the rationale for their advocacy efforts. This carries 10% of the course grade. Writing must follow the rubric devised for this purpose.

Objective 4. Students will develop extensive clarity about the criteria for a value-critical appraisal of social policy and programs with regard to the role of social policy in shaping peoples' lives, particularly their sense of well being and degree of participation in the processes that govern the functioning of the society.

Outcome 4: Students will demonstrate this competency by completing all the assigned readings and by assimilating the needed knowledge concerning the multifaceted problems faced by population-at-risk and groups that are targets of racism, sexism and economic oppression. Students will read the Green book and peruse the Senate and the House websites every week to engage in study of the policies introduced to address problems faced by these groups and by developing critical thinking skills with regard to complications involved in developing social policies that address the needs of these groups. The case-based quizzes, the written summaries and the diversity and policy summary assignments will demonstrate this competency.

Objective 5. Students will learn to apply policy analysis frameworks to analyze social welfare policies for the purposes of developing viable programs and recommendations that can be sustained in the real world. Integrated into this objective is the expectation of identifying the key elements of social welfare policy that deeply impact the practice of professional social work at the three
levels and learn to develop policy based strategies that will help initiate and sustain social change.

Outcome 5: Students will demonstrate the ability to conduct thorough policy analysis and understand the wide gap between rationally constructed policies and politically motivated incremental policies through the policy analysis project which results in a 15 page policy analysis paper which constitutes the final exam for this class. Carries 20% of the course grade.

Objective 6. Develop comprehensive knowledge of current global trends and international issues in the context of American social policies and vice-versa with special emphasis on the interconnections of nations in impacting the lives of citizens all over the world. Students will understand that economic and social justice are global issues Active participation in the class debates and by providing constructive written criticism of materials presented in class and assigned readings on the discussion board maintained for the class will enhance the achievement of this objective. 

Outcome 6: Students will compare and contrast the social welfare policies and the social systems of the developed and the developing nations. One required means to achieve this goal is to follow the world developments via mass media and the World Wide Web for the purpose of documenting their reactions to significant policy related issues in a “global economic and social justice journal” which the students will share with the rest of the class via discussion board. Constitutes 10% of the course grade.

Objective 7. Students will develop a keen sense of social and economic justice and understand the role of social advocacy in policy formulation and implementation processes by identifying the contemporary socio-economic factors that affect the quality and extent of services provided to varying client systems.

Outcome 7: A five-page mini social advocacy proposal demonstrating an understanding of social welfare policies and services would be developed by the students. They will employ a critically balanced framework necessary for making effective, informed and sustainable decisions in the public and non-profit sectors.
Course Format

Classes will be a combination of class discussions, small group discussions, lecture with detailed power point slides, web sites for additional readings and referrals, discussions on webCT, in- class discussions on readings, and debates. Students not completing any of the required assignments will receive a “Fail” grade in the class. Following are the assignments that need to be completed.

1) Reflective Writing: Critical examination of their understanding of class lectures and visual presentations in combination with assigned readings on significant policy issues. Students will engage in this process every fortnight after participating in small group discussions on readings and class presentations on policy issues and advocacy. Subjected to two levels of review by the instructor and peers. The purpose of the reflective writing is to allow students to think about the issues they're working on and examine their feelings about what they are experiencing and learning. Some of what you will learn in this class will be through the process of introspection. The reflective writing is designed to be a catalyst for that, so feel free to approach it with no restrictions. There’s no specified length, and the writing doesn’t have to be tied to any other assignment. The only requirements are that you integrate your feelings and thoughts with what you have read and heard in class within the scope of the writing rubric.

2) Advocacy Proposal - focusing on a policy or program, the resources and the key people that are needed in dealing with the issue, the target groups and the benefits to the target group, the nature of issue, how the societal structure helped or prevented from developing a successful intervention to ameliorate and/or prevent the issue of the policy or program - would be developed with detailed instructions from the instructor. This is to be written as a proposal to advocate for the issues related to the policy/program that you have chosen to address.

3) Critical summaries of readings: To be submitted at the beginning of each class.

4) Completion of two case analysis based quizzes

5) Global and Domestic Social Justice Journal: This journal is to be maintained throughout the semester for the purpose of documenting the students’ cognitive processes and outcomes, perceptual differences and dissonance, and affective outcomes that occur when students read, view and hear current events that bear significance to policy issues. Instructor will review the journal mid semester and at the end of the semester.

5) The 15 page policy analysis group paper. In this paper students will:
   a) analyze the social problem background of social policies and programs
   b) use the criteria learned in class for a value critical appraisal of social programs and policies
   c) use policy analytical frameworks to analyze the goals and objectives of
policies
d) evaluate the fit between the goals and objectives and the social
problem that necessitated the policy
e) document their own value perspectives in determining the merits of the
goals and objectives
f) analyze the eligibility rules of why certain target groups are chosen over
others and the merits of those choices
g) document the difficulties in evaluating goals and objectives of
implemented policies and program
h) evaluate the classification schemes used for benefit and service types
i) understand and write about the appropriateness of costs, over
utilization, underutilization, incentives and disincentives and
use the criteria learned in class for evaluating quality service delivery.

Group Discussions
Group Discussions are an integral part of this course. Students must strive to
create an atmosphere that includes a sense of belonging, feeling respected,
valued and accepted for who they and their fellow students are. Students have a
right to receive a level of supportive energy and commitment from others not to
interfere in each other’s learning. Carries 10% of the grade.

Grading
The course grade will be determined from grades secured by students in each of
the following six components:

Reflective in-class writing : 20%
15 page Policy Analysis Paper :20%
Summaries of readings : 20%
Mid-term Examination : 10%
Global and domestic social justice journal : 10%
Advocacy Proposal :10%
Group Discussions : 10%

Policies about Reading and Assignments
You are expected to read all assigned material and to complete all written
assignments after the class in which they will be assigned or reviewed. This is a
writing intensive course which expects students to secure 60% of their grades
from their demonstration of competencies specific to social work policy practice
writing skills.

Failure to complete assigned readings, exercises, or written journals/
assignments will affect your learning and consequently your grade.
Expecting your group members to do your work is not permitted.
Trying to dominate the in-class discussions and online postings with irrelevant
comments to compensate for the incomplete assignments will not be allowed.
Completing the pre assigned exercises in class with the help of classmates is not allowed.

**Participation:** Class participation is essential to your learning. Sleeping in class and/or failure to actively participate in class discussions or class activities and disturbing other students with tasks and gimmicks that are distracting to or demeaning of fellow students are strictly prohibited.

**Teaching Philosophy and Methods**

I consider my teaching role in the context of a reflective practitioner who continually assesses the impact of my teaching on my students with regard to their enthusiasm and choices for further learning.

I purposefully and actively present situations that act as catalysts to my students' learning. I consider it my responsibility to provide you with opportunities to grow professionally in a consistent manner. I believe in fostering a loving and unstrained learning environment in my class where the relationships among students and with me are inspirational forces for further learning. It is my hope that when you leave my class you would leave it with an aspiration for continuous learning and mastery of activities that are part of your work as professionals. I consistently endeavor and do act with fairness, respect for my students, their time and an inherent faith in their ability to excel.

I will certainly provide the needed structure, feedback and framework for learning through my methods of empowering assessment, lectures augmented by Power Point slides, films and handouts and the continuous activities designed to improve students' writing. My teaching strategies include reflection, active listening, and stimulating students to think through class discussion, lectures, assignments, group and individual consultation and a regularly maintained Sac CT site specifically for this class for you to access a good deal of the class materials.

**Student Responsibilities**

Students are required to:

Take initiative with a reflective attitude and appreciation for their potential for learning. Each class is a workshop designed to cultivate your empathetic, comparative, and creative thinking and writing in the context of social welfare policies and services.

Seek opportunities for learning in consultation with the instructor, community personnel, field instructors, campus resources and fellow students.

Develop creative responses to the class assignments and challenge the instructor respectfully for further learning.
Have a plan for enhancing one's own learning through exemplary professional conduct and contributions in class, such as respect for class activities as manifested by the enthusiasm for learning and the assignments.

Engage in rational problem-solving and courteous interaction with me and other students, with a keen respect for the great power that lies within each human being.

Students experiencing difficulties with class materials, assignments, exams, and/or other aspects of the course, must seek assistance from the instructor and such students are ensured that whatever assistance may be required from the instructor will be provided with utmost respect for the student and his/her learning process.

For free, one-on-one help with writing in any class, visit the University Writing Center in Calaveras 128. The University Writing Center can help you at any stage in your reading and writing processes: coming up with a topic, developing and organizing a draft, understanding difficult texts, or developing strategies to become a better editor. To make an appointment or a series of appointments, visit the Writing Center in CLV 128. For current Writing Center hours and more information, visit www.csus.edu/writingcenter.

**University Policies:**
The University rules regarding academic honesty will be strictly enforced. These rules are outlined in the current university catalogue. Students who are unfamiliar with them should review them or consult the instructor.
If you have a documented disability that affects your participation in this course and/or if you have a disabling condition which requires special consideration, educational services and specific arrangements for examinations and assignments for this class, please contact me and provide the necessary documentation from the Office of Disability to submit your request.

**Required Text Books**
Students should purchase:


Available at the Hornet (Sacramento state) bookstore

Available at Kinkos, J Street, Sacramento.
Course Schedule

Week 1: Course Overview

1. Writing in the discipline of social work
2. Policy practice and required writing skills
3. Relevance of professional writing in the delivery of social services
4. Reading with a purpose

   Group Discussion: Distilling themes relevant to social problems/processes/approaches to problem solving from the summer reading list
   Handout: Sample for an informal reflection based writing piece

Week 2: History and Philosophy of Social Welfare Policy

1. Conceptual Policy Frameworks
2. Institutional Arrangements for Service Delivery
3. Evolution of social problems that necessitated government intervention
4. New Deal & Great Society Programs-Fundamental differences and philosophical foundations
5. Essential elements of written communication

   Group Discussion: What are the ways in which social workers acquire their professional identity as policy based practice professionals? How are written accounts indicative of the competency required in this role?

Submission for Instructor review: 1 page reflection based individual writing after the completion of discussion in small groups.

Required Readings
DiNitto: Chapters 1 & 2
Healy & Mulholland: Chapter 1: Written Communication

Week 2: Social welfare policy, rationalism and politics

1. Poverty and Public Assistance Programs
2. Poverty and Social Insurance Programs

Guest Lecture: Social Insurance and disability benefits
Film: Welfare and poverty

Group Discussion: Institutional versus Residual forms of social welfare.
Reflection based writing piece returned to students with instructor feedback.

**Required Readings:**
Healy & Mulholland: Chapter 2 - Getting Your Message Across  
DiNitto: Chapters 3 & 4

**Week 3: Public Assistance Programs**

1. TANF- Controversies, History, Values and Program stipulations
2. Role of case histories and accurate case records
3. SSI – components and Agency based writing

**Required Readings:**
Healy & Mulholland: Chapter 3- Managing Information for Writing  
DiNitto: Chapters 5 & 6

Students revise their reflection writing pieces based on instructor feedback and submit them for peer review

**Week 4: Social Insurance Programs**

1. Social Security-OASHDI
2. Principles, constraints, funding, current issues and the future of these programs
3. Writing issue briefs on controversial issues

**Required Readings:**
Healy & Mulholland: Chapter 4- Emails, Letters and Newsletters  
DiNitto: Chapter 7

Peer review of reflection based writing returned to students  
Students submit their first summaries of assigned readings

**Group Discussion: Plan for advocacy proposal based on the guidelines given for the advocacy proposal**

**Week 5: Human Rights Policy Frameworks**

1. Understanding the issues of inequalities of children, women, ethnic minority groups, the disabled, and the immigrants
2. Objectivity and creative writing
3. Global inequality
4. Disenfranchisement and national debt
5. Process of journal writing

Required Readings:
Healy & Mulholland: Chapter 5- Writing Case Records
DiNitto: Chapter 8

Group Discussion: Inequalities and globalization
Students submit reflective writing piece

Week 6: Advocacy and Change

Guest lecture: Documenting the relevance of social issues through videos-Implications for advocacy and change
Film clips on above issues

Debate one: Affirmative Action and justice paradigms
Debate two: Options of production and women’s rights

Reflective writing pieces returned with instructor feedback

Global and Domestic economic and social justice journal submitted for instructor review

Required Readings:
Healy & Mulholland: Chapter 5- Report Writing
DiNitto: Chapter 9

Week 7: Health Care policy

1. Medicare
2. Medicaid
3. CHIP
4. Health care reform
5. Long term care
6. Third party financing
7. COLAS and Medicare Premium Increases –zero sum game
8. Disease management Versus Health Promotion
9. Writing reports on complex Issues

Required Readings:
Healy & Mulholland: Chapter 6 – Writing a literature review
DiNitto: Chapter 10

By the 7th week students are expected to have completed reading the Handbook on writing and must evidence the use of the skills and tips
included in the book.

Your advocacy proposal drafts are due. Please submit two copies.

Week 8: Implementing and Evaluating social welfare policy
  1. Policy formulation—a value ridden approach
  2. Political and legislative processes of funding for social programs
  3. Comprehensive versus bounded rationality

  Required Readings:
  Healy & Mulholland: Chapter 7 – Writing journal articles and program reports
  DiNitto: Chapter 11

Midterm Examination

Week 9: Fundamentals of policy analysis-dimensions

  1. Goals and objectives of social policies and programs
  2. Fit between goals and objectives and the social problems intended to be solved
  3. Elements of over utilization, underutilization, incentives and disincentives

   Group Discussion: Policy making is a political process imbued with power imbalances
   Please complete reflection based in-class writing and submit it for instructor review.

  Required Readings:
  Healy & Mulholland: Chapter 8 – Writing funding applications
  DiNitto: Chapter 12

Week 10: Social advocacy and affecting change in the public arena

  1. Influencing your practice arena through your writing
  2. Lobbying
  3. Information packet for sponsoring bills

  Required Readings:
  Healy & Mulholland: Chapter 8 – Writing Policy Proposals
  Other required readings placed on the Sac CT site

   Group discussion: Planning for the Group Policy analysis paper
Week 11: Perverse incentives and eligibility determination

1. Policy analysis reports and outcome measurements
2. Consumers of policy analysis and credentials
3. Reading policy analysis reports with a purpose

Film: Policy in action

**Required Readings:** Healy & Mulholland: Chapter 9 - Writing for the Media
Other required online readings made available through Sac CT

Summaries of readings due
In-class reflection based writing due

Week 12: International development and social welfare policy

1. Social capital
2. Human capital
3. Monetary capital
4. Strengths, weaknesses and utilization patterns
5. Writing personal narratives as sources of empowerment

**Required Readings:** Required online readings made available through Sac CT

Students submit Summaries of readings

**Group Discussion:** Discuss the team-oriented context in which social work services are delivered and how it impacts the different forms of capital acquiring processes.

Week 13: Community building- power and control

**Group Discussion:** Discuss the functions of various types of written formats such as “Investigative reports” “intakes,” “psychosocial histories”, “court reports”, “permanency planning reports” “case summaries” and “policy analysis reports” demonstrating that you understand the conventions associated with clinical and administrative writing in social work.

Reflection writing pieces are due.
“Global and Domestic Social and Economic Justice” journals due.
Week 14: Child and Family Welfare

1. CAPTA
2. CWA
3. ASFA
4. Family preservation
5. VAWA
6. Social action – theories and realities

Student social issue and policy analysis group presentations

Required readings to be placed in Sac CT

Week 15: Course conclusion and assessment

Discussion: Fit between Course objectives and outcomes

Student led focus group evaluation on what matters most in policy based practice, communication, consumption and dissemination

Summer Preparatory Work for Enhanced Learning in this Writing Intensive Course

Students who are admitted into the 2010 MSW program will be sent a list of books to read in the summer of 2010. This informal reading list is generated for the purpose of strengthening the students’ capacity for analytical juxtaposition of everyday life events within the context of critical thinking. Students will complete reading two books from this list and come prepared to the SWRK 250 class to discuss the predominant themes they identified in each of the two books they chose to read.

Nickel and Dimed: On (not) getting by in America
By Barbara Ehrenreich and Frances Fox Piven

Why People Don’t Heal
By Carolyn Myss

The Power of Now
By Eckhart Tolie

Healing Invisible Wounds
By
Richard Molloka

The Walking Wounded
By
Brad Curtis

Caucasia
By
Dansy Zenna

Push
By
Sapphire

Rich Dad-Poor Dad
By
Robert Kyosaki

A child called "It": One child's courage to survive
By
Dave Pelzer

Strangers From a Different Shore
By
Ronald Takaki

The Spirit Catches You and You Fall Down
By
Anne Fadiman

The American Dream
By
Harmon Leon

**General Writing Instructions**

Delineate the relationships among the social work policy practitioner, the purpose of the writing and the client/public or professional audience by means of a clear focus.

Refine your topic by formulating it appropriately for the specific assignment such as book response, reflective writing, advocacy paper, policy analysis paper and summary of readings.
Demonstrate appropriate language usage with tempered and reasoned approaches to controversial issues.

Reveal capacity for incorporating feedback from revisions.

Understand the specific styles of writing in the social work discipline such as case studies, program evaluation reports, program proposals, annual reports of services, policy outcome evaluation both summative and formative, court reports and case notes.

Develop and demonstrate your analytical skills even when you write summaries of readings.

Substantiate abstractions, judgments, and assertions with evidence specifically applicable for the occasion whether illustrations, quotations, or relevant data.

Draw upon contextualized research whenever necessary, properly acknowledging the explicit work or intellectual property of others.

Require more than one carefully proofread and documented draft, typed or computer printed unless otherwise specified.

**DOCUMENTATION**
References used in formal writing must be cited in the APA 6.0 format.

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**WRITING RUBRIC**

Student's Name

Assignment

Date

Group # (When group reports are submitted)

<p>| Criteria | Comments | NS | Dev | W |</p>
<table>
<thead>
<tr>
<th>The writer demonstrates the basic principles of critical thinking as demonstrated by the writer’s understanding of the assignment and uses a style, form and language that is appropriate for its intended audience.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The writer has located highly appropriate supporting evidence in choosing a topic in accord with the assignment and limited it sufficiently to explore in depth in the space allotted.</td>
</tr>
<tr>
<td>The paper focuses its presentation by means of a clear statement of purpose (thesis statement, hypothesis or instructor posed question) and logically organized sub-topic paragraphs or sections.</td>
</tr>
<tr>
<td>The writer reveals a mature and insightful understanding of the controversies inherent in social welfare policies and substantiates abstractions, judgments and assertions with specific illustrations, facts and evidence appropriate to the assignment.</td>
</tr>
<tr>
<td>The writer has added to on-going discussions of the topic with his or her own critical analysis, rather than simply repeating what others have said through quotation-stacking, paraphrasing or summaries.</td>
</tr>
<tr>
<td>The writer evidences the use of independent library research whenever necessary to support critical analysis or assertions made and properly acknowledges the work of others by utilizing a standard documentation format acceptable for the course.</td>
</tr>
<tr>
<td>The paper evidences a conscious effort to use the core conventions of social welfare policy content while conforming to the minimal</td>
</tr>
</tbody>
</table>
essentials of Standard American English grammar, word choice, spelling and punctuation.

N S W = Needs Significant Work, WD = Well Developed
D = Developing

OVERALL RATING

| The writer uses examples that are relevant, accurate and meets the needs of the particular audience. Examples are comprehensively developed and succeeds in his or her intended purpose--honestly engaging the subject and establishing her or his authority by offering a persuasive and supportable analysis. | Needs Significant Work | Developing | Well Developed |
| Comments: | | | |

If this version of the paper is to receive a grade, the grade is_____.
Instructor______ Date______

The above rubric was adapted from:
http://www.chapman.edu/wilkinson/english/gradPrograms.asp