SW 647 003
Policies and Services to Enhance Community Participation and Well Being

Winter 2012: Tuesdays 2-5pm; Room B684 SSW
Professor Larry M. Gant
3780 School of Social Work Building
Office: 734-763-5990
Email: lmgant@umich.edu
Office Hours: 9-12 Tuesday/Wednesday and by appointment

Note: Classes begin 1/4/12 and end 4/17/12
Spring Recess begins at noon (2/25/12) and classes resume 3/5/12
Classes end: 4/17/12

Course Description

This course will analyze those policies and services that promote or inhibit the development of civil society, enhance or deny human rights, and contribute to the attainment of social justice or sustain the existence of social injustice. Emphasis will be placed on those policies and services which serve to enhance civic participation, economic security, respect for diversity, voluntary action, and community and corporate responsibility. The course will also integrate an intensive focus on how policies and services, particularly at the local level, maintain or diminish the existence of oppression and privilege in U.S. society. Programs provided by various units of government, nonprofit and social service organizations, and corporations will be reviewed, and various partnerships and collaborations among funders, service providers, and community groups will be examined. The course will also explore ways in which the involvement of community members can lead to the construction of socially just policies and services that can overcome the effects of privilege and oppression.

Course Content

Students will learn that community well-being is enhanced when social problems are managed, human needs are met, and social opportunities and human rights are optimized. Both problems and needs are the outcome of interactions between individuals, collectivities, and the larger society. The implications of these interactions will be examined in the context of a diverse society, with special attention given to the relationship between policy development and implementation, the attainment of social justice goals, and the eradication of oppression and privilege. Attributes of such policies and programs include, but are not limited to, enhanced
opportunities for social participation, economic security, heightened respect for diversity, increased voluntary action, and greater corporate responsibility.

Selected laws, programs, and structures that enhance citizen participation within diverse populations will be described and compared. Emphasis will be placed on those that enable the sustained and meaningful participation of diverse and oppressed populations and on the social worker’s responsibility for facilitating such participation. Examples will include the use of mediating structures, such as citizen boards, advisory groups, commissions, and consumer involvement in promoting and guiding positive social change. In many of these, participation is intended to enhance citizen capacity to initiate and oversee action. However, participatory structures are also intended to assure the responsiveness of programs of a promotional, service, or preventive nature. These programs are designed to promote social justice by reducing poverty and economic insecurity; address personal crises and community emergencies (such as those brought about by violence against persons and property, nature and environmental disasters, war and terrorism, or economic dislocation); resettle and integrate refugees and other immigrant populations; overcome the consequences of privilege; and respond to the needs of oppressed groups seeking social justice (e.g., women, racial, religious, ethnic and sexual minorities, the disabled, and other oppressed groups). In addition, the participatory opportunities provided via self-help, grassroots associations and informal networks, and congregation-based service providers will be explored.

Course Objectives

Upon completion of the course, students will be able to:
1. Within the context of a diverse society, analyze relevant policies and services that promote social justice, encourage civic participation, community well-being, human rights, and economic security, and enable individuals and groups to overcome the consequences of privilege and oppression.
2. Demonstrate familiarity with selected aspects of the structures, legal standing, and roles of the nonprofit sector in providing human services, advocating for human rights, and promoting community participation and well-being.
3. Locate and apply commonly used indicators of social, economic, and other measures of community well-being to diverse populations that are experiencing the effects of social injustice and oppression.
4. Analyze how privilege, oppression, and injustice affect the levels and types of participation possible and desirable for members or representatives of diverse communities in mediating structures that are intended to promote well-being.
5. Identify the political, social, economic, and cultural factors that lead to or detract from such participation among oppressed populations.
6. Understand the roles social workers can play at the community level in promoting the wellbeing and sustained participation of its members.

Course Design

In-class activities, readings, and course assignments will be coordinated so as to enhance course objectives. For example, films, videos, speakers, and field trips will provide the contextual background for student assignments. Lectures by the instructor will be complemented by
speakers representing consumers, providers, professionals, and volunteers involved in advocacy, community education, and service delivery.

Relationship of the Course to Curricular Themes

- **Multiculturalism and Diversity** will be addressed in this course through the emphasis on enhancing the well-being and community participation of populations and groups that have been historically subject to discrimination, injustice, and oppression. The issues to be examined will include the motivations for, content, and impact of laws and regulations affecting human rights and nondiscrimination on the basis of race, gender, disability, age, religion, and sexual orientation.

- **Social Justice and Social Change** underlie the creation of mediating structures, programs, and policies expressly designed to enhance community well-being. Students will examine these issues as well as social work’s historical engagement in planned change and the meaning of its underlying commitment to social justice in the contemporary environment.

- **Promotion, Prevention, Treatment, and Rehabilitation** will be examined in terms of whether programs and policies are effective or ineffective in their promotion, prevention, treatment, and rehabilitation efforts. Sometimes, programs designed to express these themes complement each other – for example, when participation enhances promotion and prevention, and both are part of a comprehensive strategy of change. The course will also focus on how policies and services can promote the goal of social justice and, by addressing the structural causes of privilege and oppression, prevent the emergence or reemergence of their consequences. For these reasons, the extent to which programs and policies are infused with these themes and how they interact with each other will receive critical analysis.

- **Behavioral and Social Science Research.** This course will be based on the twin assumptions that the programs and policies to be studied can be understood through social scientific methods and that scientific concepts can also be used in the design of effective programs and policies. However, even this assumption needs analysis. Scientific perspectives can lead to very different interpretations of social issues and, consequently, different policy and programmatic responses. For example, much of sociology can be divided into (1) structural/functionalist perspectives which advocate the eliminating of cultural and behavioral skill differences between groups and the legal, economic, and other barriers to full participation; and (2) conflict perspectives, which assume that societies tend towards conflict because power and resources are inequitably distributed and that, in the long run, conflict is positive because it increases the likelihood of expanding access to social goods. These perspectives infuse many of the readings and analyses presented in this course. Applying one or the other can lead to different interpretations of events and social processes and to very different social agendas and programs for social change. For this reason, even the social science knowledge base of this course will itself be subject to examination.

- **Social Work Ethics and Values.** This course will address ethical and value issues related to policies and services directed at social participation and community well-being. The NASW *Code of Ethics* and other sources of the profession’s ideology and values will be used to inform practice in this area. Special emphasis will be placed on the social worker’s responsibility to promote social justice in a diverse society by preventing and eliminating discrimination, oppression, and privilege, ensuring equal access to resources, expanding choices and opportunities for all persons, encouraging respect for diversity, advocating for changes in social policies, and encouraging informed participation by the public. In addition, ethical issues related to working with various client systems will be reviewed, such as the meaning of self-determination in a multicultural society, the impact of information technology on client
confidentiality and privacy rights, and the concept of the client’s interest, proper and improper
relationships with clients, interruption of services, and termination.

**Relationship to PODS Content**

Social Work 647 is one of the concentration courses designed to provide intensive focus on
Privilege, Oppression, Diversity and Social Justice (PODS). Materials on these four themes are
woven into the curricular themes described above and are integral aspects of course readings,
assignments, activities, and exercises. Methods for developing and implementing PODS content
are a major emphasis of Social Work 647.

Specifically, PODS reflects six competencies:
1. Vision of and Skills for Social Justice
2. (Methods for) Reduce barriers (Oppression and Privilege)
3. Intersectional and Intercultural skills and humility
4. Monitor PODS development and application
5. Critical consciousness, self knowledge for continued learning
6. Intersectionality and eight groups (economic class, age, ethnicity, race, gender, sexual
orientation, religion and disability status).

**Relation to the Global Context of Social Work**

Statement on Social Work in a Global Context

“The mission of the profession of social work has been to promote social justice and to improve
the well-being of disadvantaged populations. Globalization has become one of the dominant
forces impacting the socioeconomic structures and processes that shape what forms of justice
and well-being can or cannot be realized domestically and abroad for all people. In a world
increasingly globalized, movements of people across borders often create privilege, oppression,
and illegality conditions because of nation-state laws and citizenship regulations are frequently
unfitted to new realities. In order to effectively work with increasingly diverse and globalized
populations and communities, the social work profession is faced with the challenge of creating
a specific vision and defining an agenda for social work practice in a global context. In response
to new realities and as a leader in social work education and knowledge development, the School
of Social Work at the University of Michigan strives to expand our mission to incorporate
international social work education, research, and practice.… By “an international agenda” we
mean “Social Work in a Global Context,” which connotes less distinction between domestic and
international affairs and does not imply a western-centered top-down approach.”

**Housekeeping**

*Accommodations for students with disabilities*

If you need an accommodation for a disability please let me know as soon as possible.
Many aspects of this course, the assignments, the in-class activities, and teaching methods
can be modified to facilitate your participation and progress throughout the semester. I
will make every effort to use the resources available to us, such as the services for Students

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1 From *Report to the Executive Committee by the International Task Force*, University of
Michigan, School of Social Work.
with Disabilities, the Adaptive Technology Computing Site, and the like. If you disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential.

Religious Observances
Please notify me if religious observances conflict with class attendance or due dates for assignments so that we can make appropriate arrangements.

Electronic Devices (Cellphones, Smart Phones, iPads, Computers and other devices).
In consideration of your classmates and your own learning please mute or set to vibrate all devices during class. I prefer that you receive no messages during class time, if you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. I prefer no texting during class; during the breaks, indulge yourself.

I encourage in class computer use that supports the mission of the course (e.g. taking notes, finding relevant information, etc.). I do not support or endorse generic web browsing, email, texting, IM'ing, etc. during class (break time is fine for these activities). There will be some times when I ask for “screens down or screens blank” during some parts of the class and I’ll expect ready compliance with that request.

Students with Special Needs/Universal Design Issues, or who are just nervous or anxious about the course.
If you have a disability or condition that may interfere with your participation in this course, please schedule a private appointment with me as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000. Any student who feels they may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Services for Students with Disability office at 734-763-3000 in room G-664 Haven Hall to coordinate reasonable accommodations for students with documented disabilities.

Beyond this, if you have any anxieties, concerns, or panic attacks with the course content or instruction style, see me right away. Some things can be fixed, and others cannot, but we certainly can discuss matters before they lead to serious problems.

Sometimes, crises lead students to unwise decisions. In classes, panic or other issues causes some students to take short cuts or plagiarize work. That’s an incredibly bad idea; see the next paragraph below.

Plagiarism: Don’t do it. Don’t do it. Don’t. This is a zero tolerance class: Detected and documented plagiarism for any class related assignment leads to automatic failure of the course. I want your own learning, writing, and thinking in the class. It is amazingly easy to plagiarize in today’s Internet connected world. It is also extremely easy for any instructor to detect and document plagiarism in seconds if not minutes. Also, don’t recycle your own papers (self-plagiarize) or other students’ work.
Grades and Assignments

**Grading Elements:** For all written assignments, please keep a hard copy for yourself, and remember to back up your computer files so you don’t lose your papers, resources, and drafts! I grade written assignments using rubrics. **Following the rubrics generally leads to much stronger scores on assignments than not following them.** Rubrics for all written assignments will be available on the CTools site no later than the second class meeting.

Please anticipate your responsibilities and start your assignments well in advance of the due date. Be sure to have a back up copy and in hard copy of everything you submit. Similarly, be sure to back up your files regularly so that you do not lose your materials before submission. All course work must be completed by the end of the term; incompletes will only be given for exceptional reasons, and the reasons will require documentation.

**My policy on drafts of assignments.** Students are strongly encouraged to submit up to two drafts of the assignment before the due date. I will provide ungraded written feedback using the rubrics for each assignment. The last revision must be submitted to me no later than three days before the due date (see Table 1 below). For Students who opt to use the ‘grace period’ to submit the assignment, I will be able only to provide very brief (usually verbal or brief email) feedback.

**My policy on assignments submitted by due date and by “grace period” (Table 1).** I typically provide a ‘grace’ period of seven days after the formal due date for the assignments. **While students may submit final assignments (no drafts) during this grace period, the maximum letter grade equivalent earned will be reduced by one–half grade. The grace period begins immediately after the established due date and time.**

**Example:** Student A submits assignment 2 by the due date and receives 24/24 (Letter Grade – A). However, if Student A submits assignment 2 during the grace period and receives 24/24, the highest letter grade earned/posted will be A-. This scoring reduction is in effect from 5:00:01 PM after the due date through the end of the grace period. **Assignments turned in after the grace period date and time will be reduced by one letter grade for each day (by calendar date) late, regardless of quality of the submission.** Exceptions to this policy will only be made for extreme circumstances that may require documentation. Typically, these exceptions reflect very unusual or extraordinary situations including natural disasters, accidents, flareups of chronic diseases, inclement weather, etc.

| Table 1 |
|-------------------------|------------------------|-------------------------|
| **Last Date for Instructor comment and feedback on manuscript drafts:** | **Assignment Due Date** | **Grace Period Due Date (Maximum Grade/Score reduced by ½ grade or score equivalent)** |

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My policy on revisions and resubmissions. Near the end of the term, students may choose to revise and resubmit any **one** assignment (if they would like to improve their course grade). Students will be provided one ungraded review of the revised assignment no later than three days before the last day of class. Revisions must be clearly highlighted in the resubmitted manuscript (e.g. highlight revisions in red or another clearly distinctive color or marking). If revisions are not highlighted or otherwise clearly marked, the revision will not be accepted and will be returned ungraded to the student. **The revised assignment is due no later than 5:00pm EST April 20, 2012.** The maximum grade possible on any revised assignment, regardless of quality and responsiveness to instructor comments, will be B+. Late revised assignments (submitted after 5:00 pm that day) will be neither reviewed nor accepted.

My policy on group submissions. No group submissions! There is often too much needless drama and intrigue, despite wonderful strategies on working in groups. Collective work is wonderful in practice, but far less so for courses in which individuals - not teams - receive grades for work and performance. Feel free to work together in affinity groups. However, for each assignment, students will submit their own (individual) work.

**Submission format:** You may submit hard copies of documents; electronic copies are preferred. Students should submit assignments in the CTools assignment tab (via attachments or inline). The resubmission should be submitted via email or Drop Box. **Please do not delete your files until the term is over and you receive a final grade!**

You may use a traditional written paper format for submission or any assignment, or you may use a media based presentation (brochure format, web-based, new media, mixed media). The same grading rubric will be used for either format; all formats should be responsive to Universal Design Issues. (Most traditional form documents prepared electronically are already Universal Design ready).

I require all written assignments to be double-spaced, using 12-point font, with no less than 1-inch margins on all sides of the paper. A portion of your grade for written assignments is based on your clarity and thoroughness.

Proofread the assignments and correct spelling and grammatical errors! All written assignments should be carefully proofread for typos and clarity of content. A paper with lots of
errors or one that is difficult to read is unacceptable in a professional masters degree program, and will be marked down (see grading rubrics). Correcting typos and grammar is extremely easy (and often automatic) with the use of word processing software (simpler word processing software e.g. Wordpad or Works generally do not have this capability – be warned).

**Word count is the word count!**  In my courses, word counts refer to the narrative content in the document. Word count does not include cover page, references, or appendix (note: appendix may have up to 1000 words. This does not count against the word count for the document!). For my assignments, the appendix must only have information that supplements or supports the narrative. The appendix is **not** a continuation of the narrative! If you have any questions about whether your appendix is supplemental or continuation, please ask me for clarification.  *I will only grade the first 1000 words of Assignment 1, 1500 words of Assignment 2 and the first 3000 words of Assignment 3. I will review only the first 1000 words of the appendix for either Assignment 2 or 3 (no appendix for Assignment 1). I will not review additional words or pages either in the narrative or appendix.*

**The Three Assignments**

[Note: With the possible exception of students with economics, philosophy, social policy or math backgrounds, students tend to find assignments #2 and #3 a bit challenging and difficult, even when examples are provided. I have found more students tend to do better with individual or small group face to face meetings for receiving feedback than email feedback. Either way, I encourage you to be proactive in seeking help – much preferable to receiving assistance after the fact!]

Grading element #1 - Assignment 1: Due Jan 17, 2012 (2:00pm): **MLK Reflection Paper : Policy, PODS, Community Well-Being, Community Participation**

Attend at least one of the activities sponsored as part of the University’s Rev. Martin Luther King Jr Symposium, which opens in early January. **Write a reflection on the event of between 500 -1000 words. For 647, this paper will be worth 10% of your grade.**

Briefly describe the event(s) [components, key concepts and messages/skills; your reactions to and analyses of usefulness and effectiveness]; why you chose the event(s) and what you hoped you'd learn; and how your own PODS social locations and experiences shaped your choice and reactions. Take time to reflect on EACH of the categories of Privilege, Oppression, Diversity and Social Justice that has formed you.

Describe how the event(s) contributes to your understanding of social participation and community well-being. **The notions of social participation and community well being can be addressed either as part of the actual event, or as discussed in the presentation content.** For instance:

- Identify the various strategies of social participation utilized (or possible) and their intended outcomes.
- Define community well-being in relation to the event, and how the event was or could be
enhanced through the process of social participation.

- Identify how social participation was influenced by existing policies and services addressed in the presentation (for instance how was Dr. Martin Luther King influenced by Mahatma Gandhi and/or the Baptist Church’s Progressive National Baptist Convention).
- Identify specific policies that resulted from or were the outcome of the social participation addressed in the presentation (for example, select elements of the Voting Rights Act of 1965 and/or the Civil Rights Act of 1964 and discuss the influence Dr. Martin Luther King Jr.s’ social participation had on those federal laws).

Grading element #2 - Assignment 2: Due Feb 11, 2012 (5:00pm): Policy Brief with specific focus on Community Well-Being. This paper will be worth 40% of your grade. The paper is to be between 1000 and 1500 words in length. This assignment requires each student to analyze a policy impacting their field placement agency relative to one component of the community’s subsystems covered in the course syllabus. Please reflect on how effective the policy is in achieving its goal of enhancing community well-being within the specific area of concern.

We will discuss a variety of policy analysis frameworks in class. A sample framework (Pecora) is included for your information at the end of this syllabus. You may use this, or any other identified framework. Regardless of the framework you select, the rubric will be used to grade the assignment.

Grading element #3 - Assignment 3: Due March 31, 2012 (5:00pm): Creating a Socially Just Policy and conducting a ‘socially just’ policy analysis that focuses on the creation, enhancement, or stability of Community Participation. This project is worth 50% of your grade. Papers will be 2500-3000 words long. Refer to the rubric and paper samples for details.

Generally, students will generate a policy consistent with the notion of social justice as discussed in SW 647 and (possibly SW 697). Students will present findings to class regarding a policy (and process) that will support, facilitate, enable, or prevent community participation in a component of the community’s subsystems covered in the course syllabus (e.g., housing, economics, health, education, arts/aesthetics/sports). Remember to incorporate the focus on privilege, oppression, diversity and social justice. Students may use any policy approach or model discussed in the class. Students must use any two quantitative analytic strategies demonstrated in class, e.g. criteria alternatives matrices, benefit cost analyses, risk analysis, social discounting, etc.

Grading:
For expectations on quality of work and content of the assignments, please see the instructions and rubrics for each assignment.
In general, A grades are reserved for exceptional and outstanding individual performance. Grades in the B range reflect satisfactory and expected course performance.
C grades reflect some weaknesses in demonstrating mastery of course content. A D indicates deficient performance and is not acceptable at the graduate level.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A /A+</td>
<td>Mastery of subject content, theoretical perspective, explanatory level analysis, demonstration of critical analysis, creativity and/or complexity in completion of assignment. Samples of &quot;A&quot; level work are found in journals such as African-American Research Perspectives or The New Social Worker Online. Samples of A+ work are found in refereed professional journals (e.g., Social Work, Research in Social Work Practice).</td>
</tr>
<tr>
<td>A-</td>
<td>Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment. Descriptive level analyses are not considered A+, A or A- work, no matter how well done.</td>
</tr>
<tr>
<td>B+</td>
<td>Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity or complexity in the completion of the assignment. Descriptive level analyses are typically in the B+/B grade range.</td>
</tr>
<tr>
<td>B</td>
<td>Mastery of subject content at level of expected competency – meets course expectations. Descriptive level analyses are typically in the B+/B grade range.</td>
</tr>
<tr>
<td>B-</td>
<td>Less than adequate competency, but demonstrates student learning and potential for mastery of subject content.</td>
</tr>
<tr>
<td>C or C-</td>
<td>Demonstrates a minimal understanding of subject content. Significant areas needing improvement to meet course requirements.</td>
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<tr>
<td>D, E, F</td>
<td>Student has failed to demonstrate minimal understanding of subject content.</td>
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**Required Text:**


**Optional Text:**


**Other texts I’ll use in the class.** I'll refer sometimes to the following books. There’s no need to obtain them – I find they have some neat charts, ideas for analysis, and ideas for policy work. You can get inexpensive used copies online if you want – they are NOT required in any way for the class. However, if you are thinking about a career in policy analysis, consider picking up one, two or all three of them:


Comment on the Readings
Readings for this course have been selected **very** carefully. Students should come to class having read the material and prepared to discuss and work with what has been covered. Yes, there’s a lot of reading. No apologies – this is graduate school. Several in-class exercises have been developed to synthesize and apply the readings to practice. I will place all readings on the CTools site. Nearly all will be in PDF format, so you can easily download them into an eReader, iPad, iTouch or other comparable device. The high price of the coursepack ($200 in 2012) makes it very unlikely I will have a coursepack provided by Dollar Bill Copying (913 Church Street in Ann Arbor – a block from SSW) by January 18, 2012. If there are enough requests, I will be happy to place a hard copy of materials in Library reserves.

January 10: Introduction to Class and Overview

- Epistemologies, Theoretical Orientations, Methodologies, Methods
- Models of Social Justice
- Introduction to Criterion Alternative Matrix Methods
- Hegemony & Ideology


January 24: Construction of Community Wellbeing and Citizen Participation; Models of (U.S.) Social Justice Part II (fairness, Marxist)


7. Marc Schlossberg and Elliot Shuford, (2005), Delineating “Public” and “Participation” in PPGIS. URISA Journal, 16(2) 15-26.


February 7: Ethics; The form and structure of Federal Policy; Searching for Policy, Introduction to CAM & Benefit Cost Analysis [Computers needed]


February 14: CAM Analysis; Benefit–Cost Analysis; Social ROI (Return on Investment) [Computers needed]


February 21: Community Benefits Agreements as local, municipal and state policy

17. Community Benefits: Leveraging Partnerships for Successful Development (www.communitybenefits.org)
18. Case studies of CBAs: http://www.policylink.org/site/c.lkIXLbMNJrE/b.5137641/k.7ADF/Case_Studies.htm

No Class Feb 28: [Winter Break]

March 6: Construction, Origins and Well-Being of NonProfit/Civil Society Sectors (Part I)


March 13: Well-Being of NonProfit/Civil Society Sectors (Part II)


April 3: Measuring Impacts of Policy: Measurement


April 10: Progressive Policy analysis and Change: Roles for Social Workers


38. Salamon, L. (2004). Training professional citizens: Getting beyond the right answer to the wrong question. Keynote Address Prepared for Delivery at the Annual Conference of the National Association of Schools of Public Affairs and Administration, Indianapolis, Indiana, October 22, 2004. [The full text of this address is available on the Johns Hopkins Center for Civil Society Studies website(www.ccss.jhu.edu)].

April 17: Strategic Undermining of Progressive Policy Change and Solutions


Viewing “The Corporation” with discussion (about 2 hours)
Policy Analysis Framework

I. The Issue or Problem Constituting the Focus of the Policy
1. Nature and scope of the issue or problem
   • Who is affected?
   • In what historical context (social, cultural, legal) has the problem evolved? (Consider various
dimensions of the problem as applicable e.g., political, economic, race, class, gender, discrimination
or inequities of some kind.)
   • What are the major contributing factors and, if relevant, causal theories or hypotheses? (I.e., What
other driving forces may be operating such as, values, politics, economics, mass media, legal, religion,
technology?)

II. PolicyOutcome Objectives and Rationale
1. Policy objectives: what specific outcomes is the policy attempting to accomplish? (E.g., ensuring
greater family access to a service, providing better job training, protecting children from abuse or neglect)
2. What is to be provided? (E.g., opportunities, services, goods)
3. Empirical rationale for the policy and program(s) (I.e., what research data support this policy approach?)

III. Policy Implementation
1. Bases of social allocation
   • How many people each year are intended to benefit from this policy? (E.g., receive a service, goods or
income)
   • What eligibility criteria are used to select who is eligible to benefit from the policy? (E.g., attributed
need, compensation, diagnosis, means-test)
2. Under what auspices will the program be administered (local, state, federal, private, public, etc.)? How do
the different auspices relate to one another?
3. Financing methods: how is the policy and its related programs funded?

IV. Policy Evaluation
1. What criteria/indicators do the policy or program staff use to evaluate whether the policy (and its related
programs) are accomplishing the goals and objectives? For example,
   • To date, what proportion of the target population has the policy/program actually reached? Are there
racial, gender or other inequities in how the policy or program is being implemented?
   • What are the general outcomes or effects? (E.g., consumer outcomes, distribution of rights, power
allocated, rewards, assignment of status', aspects of quality of life.)
   • What does the data regarding overall costs in relation to outcomes/benefits demonstrate?
2. What factors are affecting implementation effectiveness?
   • What are the major barriers to implementing the policy? (E.g., value conflicts, regulatory constraints,
politics.)
   • What is the extent of the discrepancy between services actually offered and services which were stated to
be the goals of the program? If the discrepancy is significant, why did it occur?
V. Policy Revisions

1. What specific changes or alternative policies could be used to meet the policy objectives? Provide a rationale (e.g., research data, values).

VI. Proposed Implementation Plan for the Revised Policy

1. How should the revised policy be implemented differently?
2. How will the financing methods be altered?
3. What effects or outcomes do you anticipate would be different from the current policy if the changes were implemented? (E.g., resources, values, distribution of rights, power, new roles, relationships between people or organizations, rewards, client outcomes, assignment of statuses, aspects of quality of life)
4. What problems might be encountered in implementing the proposed policy refinements and how would you address them?


References: