

Course Syllabus

SW 671 Social Policy Development and Enactment

Fall 2017

Thursday 9AM-12PM

Room B684 SSWB

Instructor: Justin Hodge, LMSW

Office: TBD

Office Hours: Thursdays 12:00 PM – 1:00 PM and by appointment

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When you email me, please include SW 671 in your subject line.

Introduction

Please feel free to make appointments or ask questions via e-mail. Please allow 24 hours for email responses. Emails may not be returned over the weekend. In the subject line please put "SW 671." For brief questions, I will often be available during class breaks and following class.

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. Please also contact the Services for Students with Disabilities office at G-664 Haven Hall, 734-763-3000 to coordinate reasonable accommodations for students with documented disabilities.

University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact **Counseling and Psychological Services (CAPS)** at (734) 764-8312 and <https://caps.umich.edu/> during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult **University Health Service (UHS)** at (734) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources. For a listing of other mental health resources available on and off campus, visit: <http://umich.edu/~mhealth>.

In the event of an emergency, **dial 9-1-1** from any cell phone or campus phone. All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact 734-764-7793 for up-to-date school closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

If you are concerned about your ability to exit the building in the case of an emergency, contact the **Office of Student Services** and/or email ssw-ADAcpliance@umich.edu. For more information view the annual **Campus Safety Statement** at <http://www.dpss.umich.edu>. Register for UM Emergency Alerts at <http://www.dpss.umich.edu/emergency-management/alert>.

This course utilizes Canvas as a resource for all course readings outside of the required text as well as for the submission of assignments. Assignment descriptions/postings, readings for each class and grading can be found on the site. Please review the site carefully.

Course Description

This course will review the overall design of human service systems, how to plan for and design such systems, how to develop the legislative mandates and regulations that operationalize these designs, and how to facilitate their formal enactment. Students will learn the analytic skills associated with the development of policies that give specification to human service systems, as well as the more interactional skills associated with facilitating the enactment of these policies.

Course Content

Human service systems include a variety of separate programs, differing legislative mandates, and extremely complicated implementation procedures and processes. This course will present skills associated with the design of complex human service systems in the nonprofit, public, and for-profit sectors. System design involves networks of services, agencies, and clients. Therefore, this course will move beyond the individual agency and the single program and in the direction of complex multi program and multi-service systems.

Since the "stock in trade" of policy professionals engaged in most design and enactment tasks is the written policy document, this course will place a heavy emphasis on the skills associated with the preparation of documents, such as memos, briefing papers, policy specification papers, legislative drafts, and program regulations and guidelines. A student seeking to understand how complex systems are designed and enacted needs to have a clear idea of the process needed to achieve desirable results. Accordingly, this course will focus on both the analytic skills associated with the development of policies which give specification to human service systems, as well as the interactional skills associated with facilitating the enactment of these policies. As a result, students will examine the transitioning of private matters into public policy.

Special emphasis will be placed on systems that serve special populations. Students will study one major system serving a special population (e.g., income maintenance, juvenile justice, services for the aging, mental health, and corrections), and perform a series of assignments that will enable them to understand, diagnose, and make suggestions for change of the system. Students will analyze global policy in consideration of independent nationalistic policies and their interdependence within global political systems.

Course topics may include: policy concepts and terms; cycles for developing policies; diagnosing policy environments (e.g., bureaucratic, fiscal, legislative, community) and advocacy roles (e.g., political, scientific, and ideological); professional standards and ethics that impact on the selection of advocacy roles; analyzing complex systems (e.g., issue identification and option generation); preparing and enhancing utilization of policy documents; use of quantitative and qualitative data in policy documents; developing policy (e.g., drafting legislation, writing guidelines and administrative regulations, and

developing feedback mechanisms); selling policy (e.g., lobbying, testifying, and building coalitions of support).

Course Objectives

Upon completion of the course, students will be able to:

1. Use the major analytic tools most commonly used to assess and evaluate complex systems of human and social services. (Practice Behaviors 3.SPE, 6.SPE, 10.b.SPE, 10.d.SPE)
2. Use interactional tools and techniques for facilitating group process and decision making. (Practice Behaviors 5.SPE, 10.a.SPE)
3. Design a procedure for reviewing and assessing a social service system that encompasses a wide variety of separately mandated programs. (Practice Behaviors 4.SPE, 10.b.SPE)
4. Develop and evaluate a reasonable set of options (policy recommendations) for changing a particular service system. (Practice Behaviors 9.SPE, 10.d.SPE)
5. Design and implement a preliminary political strategy for facilitating enactment of the preferred option. (Practice Behavior 10.c.SPE)
6. Organize and prepare different types of policy documents and/or policy recommendations. (Practice Behaviors 3.SPE, 10.c.SPE)
7. Discuss the effect of individual positionalities on policy development and their influence across system levels. (Practice Behavior 4.SPE)
8. Discuss typical ethical concerns related to social policy development and enactment. (Practice Behaviors 1.SPE, 2.SPE)

Course Design & Expectations

We will use a variety of activities, including lectures, discussions, case studies, short written assignments, papers, and student presentations to understand the material and apply it to social work practice. We are all both teachers and learners; your peers depend on your contribution. As such I expect you to attend class, be prepared to discuss the material, and to actively participate in in-class discussions and assignments. Written work should be submitted by the date it is due.

Relationship of the Course to Curricular Themes

Theme Relation to Multiculturalism & Diversity

Students will develop the capacity to identify ways in which diversity dimensions "ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation, as well community of residence" and other forms of social stratification and disenfranchisement influence and are impacted by the social policy development and enactment process.

Theme Relation to Social Justice

Students will learn that the ability to develop and enact social policy is necessary if the social work profession is to play an important role in shaping the outcome of ongoing policy debates to reflect issues in social justice and change. This course will provide students with the capacity to participate in the social policy development and enactment process.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation

Students will learn that policies in human services are too often implemented in reaction to an issue, not proactively, due to changing social, economic, and political circumstances and influences. Promotion,

prevention, treatment, and rehabilitation activities are difficult to evaluate and therefore raise special challenges in social policy implementation. Students will be exposed to effective development and enactment techniques (e.g., responsive focus groups, Delphi method, and nominal group techniques) that can be used to develop and implement promotion, prevention, treatment, and rehabilitation activities.

Theme Relation to Behavioral and Social Science Research

Policies in human services are in a constant state of flux owing to changing social, economic, and political circumstances. Thus, any review of existing policy may be quickly outdated and has limited use as part of the training social work students carry into their careers. Therefore, students will be provided with social science models and theories that can be used to develop and enact any policy issue encountered in the course of their professional activities. Examples of the use of social science in policy development will be presented.

Relationship of the Course to Social Work Ethics and Values

Ethical standards of social work practice (NASW Code of Ethics) and evaluation practice (Program Evaluation Standards) will be used to review issues commonly confronted in social policy development and enactment. The ethical themes of autonomy, beneficence, nonmaleficence, fidelity, and justice will be particularly emphasized and discussed.

Text & Course Materials

The following books are required for this course:

Bardach, E., & Patashnik, E. M. (2016). *A practical guide for policy analysis: The eightfold path to more effective problem solving*.

Smith, C. F. (2016). *Writing public policy: a practical guide to communicating in the policy making process*. Fourth edition. New York: Oxford University Press.

I will place additional required readings in the “Readings” section on Canvas, arranged by date. Students are expected to have completed all assigned readings prior to class. Readings may be changed due to visits by guest lecturers. I will aim to make any changes to readings two weeks in advance, but as the schedules of the planned elected official guest lecturers can be unpredictable, such notice may not be possible. However, all assigned readings will be discussed throughout the course even if the order must be changed.

Grading & Assignments

Final grades will be determined on the basis of performance. Letter grades will be allocated as follows:

| | | | |
|--------|----|-------|----|
| 97-100 | A+ | 77-79 | C+ |
| 93-96 | A | 73-76 | C |
| 90-92 | A- | 70-72 | C- |
| 87-89 | B+ | 67-69 | D+ |
| 83-86 | B | 63-66 | D |
| 80-82 | B- | 60-62 | D- |
| | | <60 | E |

| | |
|---|-------------|
| Class Participation & In Class Activities | 20% |
| Washtenaw County Mental Health & Public Safety Millage Analysis | 10% |
| Community Impact Policy Analysis and Proposal | 20% |
| Student Selected Policy Analysis, Proposal, and Advocacy Strategy | 25% |
| Student Selected Policy Presentation | 25% |
| Total | 100% |

Class Participation & In Class Activities —20%

I expect you to be engaged in all in-class activities, including contributing comments and questions in class discussions. Some people naturally speak up in class more than others. Your engagement score is not based on the number of times you speak in class; rather I will focus on your participation in activities and whether it is obvious that you are paying attention during class.

Assignment 1: Washtenaw County Mental Health & Public Safety Millage Analysis—10%

On November 7, 2017, Washtenaw County residents will vote on a millage that will increase funding to mental health and public safety services. This millage comes in response to the county’s limited capacity to provide essential services, which has resulted in what is widely regarded as a community crisis. The version of the millage that will appear on the ballot calls for an 8-year millage, but the original proposal called for a 10-year millage. Your assignment is to analyze the potential impact of the millage on mental health and public safety service delivery in three different scenarios:

1. The 8-year millage proposal passes
2. The initial 10-year millage proposal passes
3. The millage proposal fails

Full assignment details and resources can be found on Canvas in the “Assignments” section.

Due date: 10/12/17 by 8:59 AM

Assignment 2: Community Impact Policy Analysis and Proposal—20%

You will complete a policy analysis for a proposal that will appear on your November 7, 2017 ballot to determine its impact on the community. As a result of your analysis, you will articulate policy recommendations and rewrite the proposal to meet those recommendations. If your ballot does not include any applicable proposals, you will complete the assignment by selecting a local or county policy for analysis.

We will work in class to select preliminary topics. Full assignment details and resources can be found on Canvas in the “Assignments” section.

Due Date: 11/9/17 by 8:59 AM

Assignment 3 Part 1: Student Selected Policy Analysis, Proposal, and Advocacy Strategy—25%

You will select a policy issue of interest to you from your field placement or at the local, county, or state level. You will write a paper that:

1. Analyzes the current policy (if there is no formal policy around your issue, describe standard practice)
2. Recommends policy changes

3. Describes an advocacy strategy
4. Describes a plan for implementation

We will work in class to select preliminary topics. Full assignment details and resources can be found on Canvas in the “Assignments” section.

Due Date: 12/17/17 by 11:59 PM

Assignment 3 Part 2: Student Selected Policy Analysis, Proposal, and Advocacy Strategy—25%

During one of the last two class sessions (I will assign dates in class), you will prepare a presentation of approximately 15 minutes summarizing your policy analysis, proposal, advocacy and implementation strategies, with an accompanying PowerPoint, Prezi, or another presentation medium. Because you will give the presentation before the accompanying paper is due, you will have an opportunity to obtain feedback from each other.

Full assignment details and resources can be found on Canvas in the “Assignments” section.

Attendance

Students are able to miss two classes for any reason (e.g., personal, sick, religious holidays). There is no need to email the instructor with your reason for missing the class(es). Students who miss three classes will receive a full letter grade reduction. Four or more missed classes may result in a non-passing grade. Students who will miss more than two classes must make arrangements with the instructor at the beginning of the course to avoid grade penalization. If absences are unforeseen, students must make arrangements with instructor as soon as possible. **Please note that the student is responsible for all of the content missed during your absences.**

Plagiarism & Academic Misconduct

Academic integrity is taken extremely seriously in the School of Social Work, as well as the academic community and the University of Michigan at large. Plagiarism, **like other forms of cheating and misconduct**, is taken very seriously at the University of Michigan and is grounds for expulsion from the University. Plagiarism is representing someone else's ideas, words, statements or works as one's own without proper acknowledgment or citation. Examples of plagiarism include, but are not limited to; using or otherwise taking credit for someone else's work or ideas, using the language of another without full and proper quotation or source citation, implicitly presenting the appropriated words or ideas of another as one's own, using Internet source material, in whole or in part, without careful and specific reference to the source, borrowing facts, statistics, or other illustrative material without proper reference and lastly self-plagiarism, that is, reusing one's own work without acknowledgment that the text appears elsewhere (e.g. in a paper for another current or previous class). It is your responsibility to familiarize yourself with the information and other resources regarding expected academic conduct presented at: <http://www.lib.umich.edu/academic-integrity/resources-students>.

Schedule

Topics may be modified throughout the course, but ample notice will be provided. Refer to Canvas for the most updated class schedule.

| Session & Due Dates | Readings | Activities |
|--|--|---|
| Session 1 (9/7/17): | Syllabus | Introductions & Course Overview |
| Session 2 (9/14/17): VIDEO LECTURE POSTED ON CANVAS | A Practical Guide for Policy Analysis: Introduction & Part I | |
| Session 3 (9/21/17): | | |
| Session 4 (9/28/17): | A Practical Guide for Policy Analysis: Part II & Part III | Indigenous Peoples' Day Resolution Analysis |
| Session 5 (10/5/17): | A Practical Guide for Policy Analysis: Part IV & Appendices | Assignment 2 Workshop |
| 10/10/17: LAST DAY TO REGISTER TO VOTE | | |
| Session 6 (10/12/17): Assignment 1 Due by 8:59 AM | Writing Public Policy: Introduction, Chapters 1 – 3, Appendix A | |
| Session 7 (10/19/17): | Writing Public Policy: Introduction, Chapters 4 – 7, Appendix B | |
| Session 8 (10/26/17): | Writing Public Policy: Introduction, Chapters 8 – 10, Conclusion | |
| Session 9 (11/2/17): | Canvas Readings | Assignment 3 Workshop |
| 11/7/17: ELECTION DAY – BE SURE TO VOTE | | |
| Session 10 (11/9/17): Assignment 2 Due by 8:59 AM | Canvas Readings | Election Results & Assignment 2 Discussion |
| Session 11 (11/16/17): | Canvas Readings | |
| 11/23/17: NO CLASS – THANKSGIVING BREAK | | |
| Session 12 (11/30/17): | Canvas Readings | Student Policy Presentations |
| Session 13 (12/7/17): | Canvas Readings | Student Policy Presentations |
| 12/17/17: Assignment 3 Due by 11:59 PM | | |