



Course title:	Social Policy Development and Enactment
Course #/term:	SW 671, Section001, Spring/Summer 2019
Time and place:	Mondays 1:00 PM – 5:00PM, 1804
Credit hours:	3
Prerequisites:	SW 560 or permission of instructor
Instructor:	Terri Gilbert
Pronouns:	She, her, hers
Contact info:	Email: terrigil@umich.edu Phone: 734-764-9771 Email preferred. You may expect a response within 24 hours
Office:	2605
Office hours:	I have a varied schedule but am in most days and by appointment

1. Course Statement

a. 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.

b. 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, child welfare, 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).

c. Course objectives and competencies

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)

d. Course design

This course will include lecture and discussion with papers, student projects, and videotaped student presentations.

e. 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.

f. Relationship 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.

2. Class Requirements

a. Text and class materials

The following book is required for this course:

Bardach, E., & Patashnik, E. M. (2016) *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. SAGE Publications
ISBN 978-1483359465

Additional readings will be posted on canvas in the Files section in folders by the class date to which the reading pertains. Reading may be changed due to guest lecturers or emerging current events that warrant our attention and class discussion. I will make every attempt to post readings one week in advance.

All assigned readings will be discussed in class. Discussion of readings will be student-led, with prompts and questions from me, therefore it is critically important that you complete the required readings prior to the class session. One or two students will be assigned to introduce the key take-aways from the assigned readings for each class session.

In addition to reading assignments and readings posted in Canvas, we will regularly discuss current events. I encourage you to stay up to date on local, state and federal issues that pertain to the policy areas discussed in class and relevant to social work and social justice. I will share articles that we will discuss in class via the Canvas folder.

I will post my slides in canvas immediately before or after class so that you have them for reference.

To fully engage in the course topic and to become a competent and skilled social work practitioner, it is expected that students will complete all required reading assignments.

b. Class schedule

Date/Time	Agenda	Required Readings & Assignments
Week 1: May 13, 2019	Lesson 1: Introduction, Structure of the Course, Interest Areas, Policy plans	Bardach: Introduction Part I: The Eight Fold Path and Appendix B: Things

		Governments Do Additional readings posted on Canvas
Week 2: May 20, 2019	Lesson 2: Policy Venues and Processes Political Context of Policy Review of the Eight Fold Path and Examples Decision on Policy Area	Assignments: 1. Key Take-aways question on Readings (select one) 2. Submit questions for guest speaker 3. Decide on your general area of policy focus
Week 3: May 27	Memorial Day – No class	
Week 3: June 3	Lesson 3: Agenda Building and Issue Framing Guest Speaker: Jason Smith, MSW, Policy Advocate and UM SSW Grad Michigan Council on Crime and Delinquency	Bardach: Part II Assembling Evidence and Appendix D Strategic Advice on the Dynamics of Gathering Political Support Readings on canvas Assignment: Key take-aways
Week 4: June 10	Lesson 4: Problem Identification	Bardach: Part III Handling a Design Problem Readings on canvas Assignment: Key take-aways Questions for guest speaker
Week 5: June 17	Lesson 5: Developing Policy Proposals Guest Speaker: Patrick Crandall, JD Former Legislative Analyst	Bardach: Part IV Smart Practices Appendix A and C Readings on Canvas Assignment:

	Attorney at Collins, Einhorn Farrell	Key Take-aways Questions for guest speaker
Week 6: June 24	Lesson 6: Skill Development Guest Speaker: Kristen Staley, JD Michigan Indigent Defense Council	Readings on Canvas Assignment: Key Take-aways Questions for guest speaker
Week 7: July 1	Lesson 7: Presenting proposals and Policy Evaluation	Readings on Canvas Assignment: Key Take-aways Questions for guest speaker Decision Memo – instructions on Canvas
Week 8: July 8	Lesson 8: Power, Positions and Advocacy Strategy	Readings on Canvas Assignment: Key Take-aways
Week 9: July 15	Lesson 9: Policy Implementation and Management	Readings on Canvas Assignment: Key Take-aways Policy Brief – instructions on Canvas
Week 10: July 22	Lesson 10: Special topics and Presentations	Readings on Canvas Assignment: Presentations – Instructions on Canvas
Week 11: July 29	Presentations	

c. Assignments

Assignment	Due date	Percent of overall grade
<p>Class Participation</p>	<p>As assigned Each week a student volunteer will lead the discussion on key take-aways from the assigned reading</p>	<p>10%</p>
<p>Key-take aways or key points from readings Assignments will be fully explained on canvas</p>	<p>Due each week by Sunday midnight prior to class. Submit on Canvas</p>	<p>10%</p>
<p>Decision memo Decision memos are common in NPOS and government offices. You will identify a specific policy choice that needs to be made, provide your boss with relevant background and recommend a course of action. Additional details will be posted on Canvas.</p>	<p>July 1</p>	<p>15%</p>
<p>Policy brief Your policy briefing will serve as the foundation for your presentation and final paper. You will prepare a briefing for your boss or colleague who will use the briefing to convey a message at a public forum or private policy</p>	<p>July 15</p>	<p>15%</p>

<p>negotiations meeting.</p> <p>Additional instructions will be provided on canvas</p>		
<p>Presentation:</p> <p>During on the last two class sessions, you will present a policy analysis, proposal and implementation strategy with an accompanying powerpoint, prezi or some other visual aid.</p> <p>As you will be giving the presentation before your paper is due, you will be able to benefit from feedback from your classmates in completing your final paper.</p> <p>You will also provide feedback to each other on the presentations. Feedback forms will be posted on Canvas prior to presentations.</p> <p>The assignment will be explained in more detail on Canvas.</p>	<p>July 22 or July 29</p> <p>Presentation outline and visuals should be posted on canvas</p>	<p>20%</p>
<p>Policy Paper</p> <p>Using your complete d policy briefing, presentati</p>		

<p>on, study materials and policy analysis skills, you will write a 10 page policy paper on the issue of your choice.</p> <p>Any level of policy pertaining to the issue is acceptable, or multiple levels are great as well.</p> <p>Your paper will cover the issue, necessary policy changes, policy creation and implementation of changes or new policy and the rationale for such, how you will advocate for the</p>	<p>August 2</p>	<p>30%</p>
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<p>change and how and in what venue you will implement the change process.</p> <p>A final policy or law (legislative statement) will be part of your paper.</p>		
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d. Attendance and class participation

Discussion of current events and public policy necessarily involves risk, divergent points of view and conflict. It is imperative to respect differences in perspective and seek to understand those differences. While my goal is to ensure that the classroom is a safe learning space, discussion, and the growth and learning that arises from it, can sometimes be uncomfortable or invoke an emotional reaction to the topic being discussed. I hope that all students work with me to create and foster a learning environment that promotes social justice, inclusion, equity and thoughtful coverage of the subject matter.

This is an opportunity for all of us to engage in professional discourse and to broaden our mutual development of cultural humility. We will examine how the structure of current policies have evolved from and still reflect biases and negative beliefs about various populations or social identity groups. For some topics, I will structure a formal debate format in order that multiple sides of an issue are clearly heard and rebutted. I may also structure a formal “hearing on an issue and ask you to take various roles in the hearing. This loosely follows the format of legislative testimony. I may also ask you to take the opposite side of an issue from what you might normally prefer. This is to help you expand your thinking about the topic, solidify your point of view and help you understand what the opposition to a policy position you may wish to take may be thinking, thus the better prepared you

are to address that opposition.

I believe that all of us are learning together, and as such, I will ask many questions of you in class. Through dialog and careful consider of issues, you will learn how to create, evaluate and analyze policy in simple and complex forms, be able to defend your position and to think carefully about the issues at hand. I ask questions to prompt thinking, to provoke reaction and to help you hone your point you view. I expect you to be engaged in the course material and contributing questions and comments in class discussions. Your class participation score is not dependent upon how frequently you speak in class, rather on the quality of your participation, your attention to the subject matter and your willingness to engage with the subject matter.

A note about use of electronic devices in class: I am generally not particular about your use of laptops or tablets to take notes or look up topics that arise in class. HOWEVER, if you are spending class time doing homework for another class, checking Facebook or Instagram, etc. or generally not paying attention and tending to the class and the discussion at hand, I will simply ask you to put your device away. Don't force me to embarrass you in front of the class or to walk behind you to check your screen.

Attendance

In a class such as this one, and particularly in the summer months when class time is extensive and topic is condensed into 10 weeks, it is vitally important to attend class. If you need to miss a class for personal or professional reasons, please contact me in advance to let me know. If you are ill, please contact me as soon as possible to determine how to make up class participation. Absences or routine tardiness will reduce your participation grade. A sign-in sheet will be used to track class participation. Please refer to the [Policy on Class Attendance \(Links to an external site.\)](#) found in the MSW Student Guide for further information.

e. Grading

Final grades are based on 100 percentage points. Letter grades are assigned to point totals according to the following scale:

98 - 100	A+
94 - 97	A
91 - 93	A-
88 - 90	B+
84 - 87	B
81 - 83	B-
78 - 80	C+
74 - 77	C
71 - 73	C-
68 - 70	D+

64 - 67	D
<64	E

See also the following resources: [Grades in Academic Courses and in Field Instruction \(Links to an external site.\)](#) as well as [Student Grievance procedures \(Links to an external site.\)](#) and the [policy for grading in special circumstances \(Links to an external site.\)](#).

Additional School and University policies, information and resources are available here: [https://ssw.umich.edu/standard-policies-information-resources \(Links to an external site.\)](https://ssw.umich.edu/standard-policies-information-resources). They include:

- *Safety and emergency preparedness*
 - *Mental health and well-being*
 - *Teaching evaluations*
 - *Proper use of names and pronouns*
 - *Accommodations for students with disabilities*
 - *Religious/spiritual observances*
 - *Military deployment*
 - *Writing skills and expectations*
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