

**THE UNIVERSITY OF TENNESSEE**  
**COLLEGE OF SOCIAL WORK**  
Syllabus: SW 510: Section # 005  
**Social Work and Social Welfare Policies and Programs**

(2 Credit Hours)

**Instructor:** Rodney A. Ellis (Rod), Ph.D., LCSW

**Cell phone:** 615-218-2337

**Email:** rellis5@utk.edu

**Office Hours:** By appointment in an Instant Messenger service

**Code of Conduct**

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook ([www.utk.csw.edu](http://www.utk.csw.edu)).

**The Honor Statement**

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*Hilltopics*, 2008).

**Disability**

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 2227 Dunford Hall (865-974-6087). This will ensure that you are properly registered for services.

**Course Description**

This course is a required Foundation course. The course critically assesses theory and research about sources, forms, and outcomes of oppression in the context of the cultural, ecological, developmental, and transactional theories, social work values and ethics, and a human rights perspective. The course integrates local to international information about our global, diverse, multicultural society with evidence-based knowledge and skills that address oppression, are culturally affirming, and promote social and economic justice and human dignity.

**Course Rationale**

Social work's traditions, values, and code of ethics provide the basis for the professional commitment to work with client systems (i.e., individuals, families, groups, communities, organizations) that experience the impact of oppression and social injustice, and the responsibility to challenge oppressive social systems. Social work students, therefore, must understand and critically analyze theory and research concerning the forms, mechanisms, and consequences of oppression, discrimination, and social injustice. Students require evidence-based knowledge and skills in preparation for culturally competent practice in work with multicultural client systems, organizations, agencies, and communities.

## Course Competencies

By the completion of this course, the students are expected to be able to demonstrate (through course activities, assignments, and/or exams):

1. Analyze and synthesize historical and contemporary evidence-based data, structures, and issues, around social problems and policies at local, state, national, and international levels (Policy-F.1; CT/EBP-F.1). (*content: major social problems, social and economic injustice, violence, local, national and global poverty, oppression, and environmental issues and utilizing information technology for identifying same; identify policies designed to alleviate social problems; social and economic justice as a basis for understanding policy; history and background of social policy*).
2. Analyze the informal and formal influence and the social construction of policy's financial, organizational, administrative, and planning processes required to deliver culturally responsive services and service systems. (Policy-F.2; CT/EBP-F.2; At-risk Pops & SJ- F.2; Diversity- F.1, F.5). (*content: services and programs for poor and vulnerable populations; policies and procedures in organization and their relationship to overarching local, state or national policies; culturally relevant services*).
3. Identify agency, local, state, national and international issues in social welfare policy and social service delivery, including the capacity to prevent or promote social and economic justice. (Policy-F.7; At-risk & SJ-F.3, F.4; Values/ethics- F.1). (*content: identification of the interconnections between local national and international social welfare; how specific social welfare policies may prevent or promote social and economic justice*).
4. Analyze policy and its impact on program delivery, the ethics of the profession, and at-risk populations, and begin to develop policy practice intervention skills with policies, programs, and service delivery systems to advocate for basic human rights (Policy-F.2, F.4.; Diversity-F.1, F.4, Values/ethics-F.2, F.3, F.4). (*content: how policy is implemented and developed; how to analyze policy; use of policy practice change strategies to advocate for policy change; how to assess policy adherence to social work values and ethics*).
5. Prepare and present effective, professional, verbal, and written analyses, policy briefs, and proposals to stakeholders (Policy-F.6; CT/EBP-F.3). (*content: analyze policy using policy analysis frameworks; be able to write policy briefs; utilize debate; write proposals for policy change*).

## REQUIRED BOOKS AND READINGS

DiNitto, D.M., & Cummins, L.K. (2007). *Social Welfare and Public Policy*. New York: Allyn & Bacon.

## ORGANIZATION OF COURSE AND BLACKBOARD

This course will be taught entirely online. There will be NO SCHEDULED CLASS SESSIONS. Students will need to decide what grade they want to earn and will submit the required number of assignments in order to earn that grade. The section below entitled "Required Activities"

describes what kinds of projects must be completed in order to earn each grade. This process is known as “contracting for a grade”.

Please note: The assignments must be completed at an acceptable level in order to count toward the grade. Each assignment will, therefore, receive a satisfactory or unsatisfactory grade. Satisfactory completion of every assignment required for a specific grade will result in the student receiving that grade. Failure to complete an assignment or assignments satisfactorily will result in failure of the course. Students who submit an unsatisfactory assignment will have one opportunity to bring that assignment up to a satisfactory level.

Also please note: You **MUST** submit a written contract specifying which grade you wish to receive by September 9, 2009. Please do **NOT** post your desired grade on the discussion board. Please submit it directly to the instructor through the Grade Book or Drop Box in Blackboard. Once a student has submitted a contract grade that grade can be changed only under the most extreme circumstances. Any changes must be negotiated individually with the instructor.

With the exception of the required text all materials for this course are posted on Blackboard. This includes the **Weekly Worksheets** required for the weekly readings, as well as the materials and instructions for the projects required to earn a B or a B+.

## **ASSIGNMENTS AND GRADING**

### Required activities

*Project 1- In order to earn a “B”-* Students must successfully and satisfactorily: 1) read the required text and any required readings identified in the syllabus each week. If there are additional readings they will be posted under “Course Materials” on the website. 2) Students must also complete and submit the **Weekly Worksheets** for each reading and post relevant comments for each reading on the Discussion Board. These worksheets and posts must be completed according to the schedule listed in the Course Outline below.

*Project 2- In order to earn a “B+”-* Students must successfully and satisfactorily: 1) complete all the activities identified in Project 1 (contract for a “B”) AND 2) complete 5-6 page Policy Paper on some aspect of social policy as identified in the text or as negotiated with the instructor. Guidelines for the paper are included under “Course Materials” on the website.

*Project 3- In order to earn an “A”-* Students must successfully and satisfactorily: 1) complete all the activities described in Project 1 (contract for an B) AND 2) complete all the activities described in Project 2 (contract for a B+) AND 3) must prepare a PowerPoint presentation based on the paper they prepared. The PowerPoint must include all the information from the Policy Paper but must also include additional thought, information, and research. Guidelines for the PowerPoint are included under “Course Materials” on the website.

### Assignment Criteria

**Outcomes for each of the competencies are addressed through the Weekly Worksheets and are described for each Weekly Worksheet in the Course Outline below. The Worksheets will include a series of questions requiring students to read and respond to**

**the text, as well as conduct Internet research on the chapter's topic. Students will also be required to post comments and participate in discussions of this material on the Discussion Board. Outcomes for the Policy Paper and the PowerPoint presentation are included here.**

*Competencies for the Brief Papers:*

The Policy Paper follows an outline that includes the first four competencies. By completing the Policy Papers students will have completed Outcomes 1-4. These competencies include:

1. Analyze and synthesize historical and contemporary evidence-based data, structures, and issues, around social problems and policies at local, state, national, and international levels (Policy-F.1; CT/EBP-F.1). (*content: major social problems, social and economic injustice, violence, local, national and global poverty, oppression, and environmental issues and utilizing information technology for identifying same; identify policies designed to alleviate social problems; social and economic justice as a basis for understanding policy; history and background of social policy*).

**In order to address this competency students will conduct Internet and library research and engage in active discussion of their findings on the Discussion Board. The papers will permit them to articulate those findings, assuring that they gain mastery of the material.**

2. Analyze the informal and formal influence and the social construction of policy's financial, organizational, administrative, and planning processes required to deliver culturally responsive services and service systems. (Policy-F.2; CT/EBP-F.2; At-risk Pops & SJ- F.2; Diversity- F.1, F.5). (*content: services and programs for poor and vulnerable populations; policies and procedures in organization and their relationship to overarching local, state or national policies; culturally relevant services*).

**Students will address this competency by developing a working definition of cultural responsiveness and using that to measure the effectiveness of specific policies and organizations. Further, they will identify many of the specific social forces that drive policy-making and agency effectiveness. This will require Internet research, interviews with members of the social service community, and active discussion of their findings on the Discussion Board.**

3. Identify agency, local, state, national and international issues in social welfare policy and social service delivery, including the capacity to prevent or promote social and economic justice. (Policy-F.7; At-risk & SJ-F.3, F.4; Values/ethics- F.1). (*content: identification of the interconnections between local national and international social welfare; how specific social welfare policies may prevent or promote social and economic justice*).

**The paper will report the results of students' work in identifying the issues described in this competency. In order to gain that knowledge students will engage in Internet and library research and will discuss their findings on the Discussion Board.**

### *Competencies for the PowerPoint:*

The PowerPoint presentation includes and expands upon the materials used to develop the Policy Paper. As a result the PowerPoint includes addresses competencies 1-5. The competencies include:

4. Analyze policy and its impact on program delivery, the ethics of the profession, and at-risk populations, and begin to develop policy practice intervention skills with policies, programs, and service delivery systems to advocate for basic human rights (Policy-F.2, F.4.; Diversity-F.1, F.4, Values/ethics-F.2, F.3, F.4). (*content: how policy is implemented and developed; how to analyze policy; use of policy practice change strategies to advocate for policy change; how to assess policy adherence to social work values and ethics*).

The Power Point will present the results of an actual policy analysis following the Dinito model. In order to perform this analysis students will need to research specific dimensions of a selected policy area and analyze their effects.

5. Prepare and present effective, professional, verbal, and written analyses, policy briefs, and proposals to stakeholders (Policy-F.6; CT/EBP-F.3). (*content: analyze policy using policy analysis frameworks; be able to write policy briefs; utilize debate; write proposals for policy change*).

The Power Point will include written analysis, policy brief, and written proposal, developed in such a way that it could also be used for verbal presentation. This activity will allow students to address Competency 5.

### Grading Scale

Students will contract for grades. Individual assignments will be scored as “acceptable” or “unacceptable”. Acceptable assignments will be identified by a check mark appearing in the Grade Book section of Blackboard. If all assignments for the semester are completed at an acceptable level, the student will receive the grade for which she/he contracted.

### Class policies

1. Students are expected to complete all assignments and submit them by the due date. Exceptions will be granted only in extraordinary circumstances in advance of the due date.
2. Incompletes will be given only according to the rules specified in the written policies of the most recent edition of Hilltopics.
3. All written assignments are due at midnight on the day specified in the course outline. Assignments received after that time will not be accepted unless prior approval is given.
4. Cheating and/or plagiarizing will not be tolerated. Any student caught cheating or plagiarizing will be subject to the disciplinary procedures outlined in their university’s student policies.

5. University policy regarding religious holidays will be observed. Any student may request to be excused from class or rescheduling of an assignment to observe a religious day from his/her faith.

## **COURSE OUTLINE**

The following assignments are due ON THE DAY listed below. Readings are listed for the following week.

### **Week 1- Wednesday, August 19- Course Overview**

#### **Assignments for all contract grades:**

1. Read the syllabus and complete the “Scavenger Hunt” that leads you through the Blackboard website tour. Instructions for the Scavenger Hunt can be found on the Main page of the course website.
2. Post an introduction on the Discussion Board in Blackboard.
3. Ask questions about course assignments and expectations in the Questions about the Course forum in Blackboard.
4. Briefly meet with the instructor in a Virtual Classroom session after completing the Scavenger Hunt.
5. Read the “Required Readings” and complete **Weekly Worksheet 1** by the scheduled date of the next class.

#### **Required readings for August 26, 2009:**

DiNitto and Cummins, Preface and Chapter 1

#### **Outcomes:**

1. Students will understand the assignments, expectations for the course, and use of the Blackboard site..
2. Students will read the required materials for Week 2 and will complete the first **Weekly Worksheet**. The **Weekly Worksheet** can be located on the Blackboard site under *Assignments*.

### **Week 2- August 26- Politics, Rationalism, and Social Welfare**

#### **Assignments due:**

*All students:* **Weekly Worksheet 1** is to be submitted in the Digital Dropbox.

*All students:* Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

## **Outcomes:**

By completing the Weekly Worksheet and participating on the Discussion Boards students will address the following competencies:

1. Analyze and synthesize historical and contemporary evidence-based data, structures, and issues, around social problems and policies at local, state, national, and international levels (Policy-F.1; CT/EBP-F.1). (*content: major social problems, social and economic injustice, violence, local, national and global poverty, oppression, and environmental issues and utilizing information technology for identifying same; identify policies designed to alleviate social problems; social and economic justice as a basis for understanding policy; history and background of social policy*).
2. Analyze the informal and formal influence and the social construction of policy's financial, organizational, administrative, and planning processes required to deliver culturally responsive services and service systems. (Policy-F.2; CT/EBP-F.2; At-risk Pops & SJ- F.2; Diversity- F.1, F.5). (*content: services and programs for poor and vulnerable populations; policies and procedures in organization and their relationship to overarching local, state or national policies; culturally relevant services*).

## **Required readings for next week:**

*All contract grades:*

Read DiNitto and Cummins, Chapter 2

## **Week 3- September 2- Government and Social Welfare**

### **Assignments due:**

*All students:* **Weekly Worksheet 2** must be submitted to the Digital Dropbox.

*All students:* Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

A written statement of the grade for which each student wishes to contract must be submitted to the Digital Dropbox.

## **Outcomes:**

Upon completing the readings, Weekly Worksheet 2, and participating on the Discussion Board students will have addressed the following competencies:

3. Identify agency, local, state, national and international issues in social welfare policy and social service delivery, including the capacity to prevent or promote social and economic justice. (Policy-F.7; At-risk & SJ-F.3, F.4; Values/ethics- F.1). (*content: identification of*

*the interconnections between local national and international social welfare; how specific social welfare policies may prevent or promote social and economic justice).*

**Required readings for next week:**

DiNitto & Cummins, Chapter 3

**Week 4- September 9- Defining Poverty: Where to Begin**

**Assignments due:**

*All students:* **Weekly Worksheet 3** must be submitted to the Digital Dropbox.

*All students:* Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

**Outcomes:**

Upon completing the readings, Weekly Worksheet 3, and participating on the Discussion Board, students will have addressed the following competencies.

4. Analyze policy and its impact on program delivery, the ethics of the profession, and at-risk populations, and begin to develop policy practice intervention skills with policies, programs, and service delivery systems to advocate for basic human rights (Policy-F.2, F.4.; Diversity-F.1, F.4, Values/ethics-F.2, F.3, F.4). (*content: how policy is implemented and developed; how to analyze policy; use of policy practice change strategies to advocate for policy change; how to assess policy adherence to social work values and ethics*).

**Required readings for next week:**

DiNitto and Cummins, Chapter 4

**Week 5- September 23- Preventing Poverty: the Social Insurance Programs**

**Assignments due:**

*All students:* **Weekly Worksheet 4** must be submitted to the Digital Dropbox.

*All students:* Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

**Outcomes:**

Upon completing the readings, the Weekly Worksheet, and participating on the Discussion Board students will have addressed the following competencies::

1. Analyze policy and its impact on program delivery, the ethics of the profession, and at-risk populations, and begin to develop policy practice intervention skills with policies, programs, and service delivery systems to advocate for basic human rights (Policy-F.2, F.4.; Diversity-F.1, F.4, Values/ethics-F.2, F.3, F.4). (*content: how policy is implemented and developed; how to analyze policy; use of policy practice change strategies to advocate for policy change; how to assess policy adherence to social work values and ethics*).

### **Required readings for next class:**

DiNitto and Cummins, Chapter 5

### **Week 6- September 30- Helping the “Deserving Poor: Aged, Blind, and Disabled**

#### **Assignments due:**

*All students:* **Weekly Worksheet 5** must be submitted to the Digital Dropbox.

*All students:* Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

#### **Outcomes:**

Upon completing the readings, the Weekly Worksheet, and participation in the Discussion Board, students will have addressed the following competencies:

4. Analyze policy and its impact on program delivery, the ethics of the profession, and at-risk populations, and begin to develop policy practice intervention skills with policies, programs, and service delivery systems to advocate for basic human rights (Policy-F.2, F.4.; Diversity-F.1, F.4, Values/ethics-F.2, F.3, F.4). (*content: how policy is implemented and developed; how to analyze policy; use of policy practice change strategies to advocate for policy change; how to assess policy adherence to social work values and ethics*).

### **Required readings for next week:**

DiNitto and Cummins, Chapter 6

### **Week 7- October 7- Ending Welfare as We know It: Temporary Assistance to Needy Families**

**Assignments due:**

*All students:* **Weekly Worksheet 6** must be submitted to the Digital Dropbox.

*All students:* Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

**Outcomes:**

Upon completing the readings, the Weekly Worksheet, and participation in the Discussion Board, students will have addressed the following competencies:

4. Analyze policy and its impact on program delivery, the ethics of the profession, and at-risk populations, and begin to develop policy practice intervention skills with policies, programs, and service delivery systems to advocate for basic human rights (Policy-F.2, F.4.; Diversity-F.1, F.4, Values/ethics-F.2, F.3, F.4). (*content: how policy is implemented and developed; how to analyze policy; use of policy practice change strategies to advocate for policy change; how to assess policy adherence to social work values and ethics*).
5. Prepare and present effective, professional, verbal, and written analyses, policy briefs, and proposals to stakeholders (Policy-F.6; CT/EBP-F.3). (*content: analyze policy using policy analysis frameworks; be able to write policy briefs; utilize debate; write proposals for policy change*).

**Required readings for next week:**

DiNitto and Cummins, Chapter 7

**Week 8- October 7- Fighting Hunger: Nutrition Policy and Programs in the United States**

**Assignments due:**

*All students:* **Weekly Worksheet 7** must be submitted to the Digital Dropbox.

*All students:* Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

**Outcomes:**

Upon completing the readings, Weekly Worksheet, and participation on the Discussion Board students will have addressed the following competencies:

4. Analyze policy and its impact on program delivery, the ethics of the profession, and at-risk populations, and begin to develop policy practice intervention skills with policies, programs, and service delivery systems to advocate for basic human rights (Policy-F.2, F.4.; Diversity-F.1, F.4, Values/ethics-F.2, F.3, F.4). (*content: how policy*

*is implemented and developed; how to analyze policy; use of policy practice change strategies to advocate for policy change; how to assess policy adherence to social work values and ethics).*

5. Prepare and present effective, professional, verbal, and written analyses, policy briefs, and proposals to stakeholders (Policy-F.6; CT/EBP-F.3). *(content: analyze policy using policy analysis frameworks; be able to write policy briefs; utilize debate; write proposals for policy change).*

### **Readings for next week:**

DiNitto and Cummins, Chapter 8

### **Week 9- October 14- Improving Health Care: Treating the Nation's Ills**

#### **Assignments due:**

*All students:* **Weekly Worksheet 8** must be submitted to the Digital Dropbox.

*All students:* Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

#### **Outcomes:**

Upon completing the readings, Weekly Worksheets, and participation on the Discussion Board students will have addressed the following competencies:

4. Analyze policy and its impact on program delivery, the ethics of the profession, and at-risk populations, and begin to develop policy practice intervention skills with policies, programs, and service delivery systems to advocate for basic human rights (Policy-F.2, F.4.; Diversity-F.1, F.4, Values/ethics-F.2, F.3, F.4). *(content: how policy is implemented and developed; how to analyze policy; use of policy practice change strategies to advocate for policy change; how to assess policy adherence to social work values and ethics).*
5. Prepare and present effective, professional, verbal, and written analyses, policy briefs, and proposals to stakeholders (Policy-F.6; CT/EBP-F.3). *(content: analyze policy using policy analysis frameworks; be able to write policy briefs; utilize debate; write proposals for policy change).*

### **Required readings for next week:**

DiNitto & Cummins, Chapter 9

## **Week 10- October 21- Changing Paradigms in the Poverty Wars: Victories, Defeats, and Stalemates**

### **Assignments due:**

*All students:* **Weekly Worksheet 9** must be submitted to the Digital Dropbox.

*All students:* Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

### **Outcomes:**

Upon completing the readings, Weekly Worksheet, and participation on the Discussion Board, students will have addressed the following competencies:

4. Analyze policy and its impact on program delivery, the ethics of the profession, and at-risk populations, and begin to develop policy practice intervention skills with policies, programs, and service delivery systems to advocate for basic human rights (Policy-F.2, F.4.; Diversity-F.1, F.4, Values/ethics-F.2, F.3, F.4). (*content: how policy is implemented and developed; how to analyze policy; use of policy practice change strategies to advocate for policy change; how to assess policy adherence to social work values and ethics*).
5. Prepare and present effective, professional, verbal, and written analyses, policy briefs, and proposals to stakeholders (Policy-F.6; CT/EBP-F.3). (*content: analyze policy using policy analysis frameworks; be able to write policy briefs; utilize debate; write proposals for policy change*).

### **Required readings for next week:**

DiNitto and Cummins, Chapter 10

## **Week 11- October 28- Providing Social Services: Help for the Elderly, Children, and People with Mental Illnesses**

### **Assignments due:**

*All students:* **Weekly Worksheet 10** must be submitted to the Digital Dropbox.

*All students:* Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

### **Outcomes:**

Upon completing the readings, Weekly Worksheet, and participation on the Discussion Board students will have addressed the following competencies:

4. Analyze policy and its impact on program delivery, the ethics of the profession, and at-risk populations, and begin to develop policy practice intervention skills with policies, programs, and service delivery systems to advocate for basic human rights (Policy-F.2, F.4.; Diversity-F.1, F.4, Values/ethics-F.2, F.3, F.4). (*content: how policy is implemented and developed; how to analyze policy; use of policy practice change strategies to advocate for policy change; how to assess policy adherence to social work values and ethics*).
5. Prepare and present effective, professional, verbal, and written analyses, policy briefs, and proposals to stakeholders (Policy-F.6; CT/EBP-F.3). (*content: analyze policy using policy analysis frameworks; be able to write policy briefs; utilize debate; write proposals for policy change*).

**Required readings for next week:**

DiNitto & Cummins, Chapter 11

**Week 12- November 4- Challenging Social Welfare: Racism and Sexism**

**Assignments due:**

*All students:* **Weekly Worksheet 11** must be submitted to the Digital Dropbox.

*All students:* Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

**Outcomes:**

Upon completing the readings, Weekly Worksheet, and participation on the Discussion Board students will have addressed the following competencies:

4. Analyze policy and its impact on program delivery, the ethics of the profession, and at-risk populations, and begin to develop policy practice intervention skills with policies, programs, and service delivery systems to advocate for basic human rights (Policy-F.2, F.4.; Diversity-F.1, F.4, Values/ethics-F.2, F.3, F.4). (*content: how policy is implemented and developed; how to analyze policy; use of policy practice change strategies to advocate for policy change; how to assess policy adherence to social work values and ethics*).
5. Prepare and present effective, professional, verbal, and written analyses, policy briefs, and proposals to stakeholders (Policy-F.6; CT/EBP-F.3). (*content: analyze policy using policy analysis frameworks; be able to write policy briefs; utilize debate; write proposals for policy change*).

**Required readings for next week:**

DiNitto & Cummins, Chapter 12

**Week 13- November 11- Implementing and Evaluating Social Welfare Policy: What Happens After a Law is Passed.**

**Assignments due:**

*All students:* **Weekly Worksheet 12** must be submitted to the Digital Dropbox.

*All students:* Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

**Outcomes:**

Upon completing the readings, Weekly Worksheet, and participation on the Discussion Board, students will have addressed the following competencies:

1. Analyze and synthesize historical and contemporary evidence-based data, structures, and issues, around social problems and policies at local, state, national, and international levels (Policy-F.1; CT/EBP-F.1). (*content: major social problems, social and economic injustice, violence, local, national and global poverty, oppression, and environmental issues and utilizing information technology for identifying same; identify policies designed to alleviate social problems; social and economic justice as a basis for understanding policy; history and background of social policy*).
2. Analyze the informal and formal influence and the social construction of policy's financial, organizational, administrative, and planning processes required to deliver culturally responsive services and service systems. (Policy-F.2; CT/EBP-F.2; At-risk Pops & SJ- F.2; Diversity- F.1, F.5). (*content: services and programs for poor and vulnerable populations; policies and procedures in organization and their relationship to overarching local, state or national policies; culturally relevant services*).

**Required readings for next week:**

Exercise on Comparative Policy Analysis, posted on Blackboard

**Week 14- November 18- Putting it All Together**

**Assignments due:**

*All students:* Exercise on Comparative Policy Analysis must be submitted to the Digital Dropbox.

*All students:* Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

*Students who contracted for a B+: Papers due.*

**Outcomes:**

Upon completing the readings, Weekly Worksheet, and participation on the Discussion Board, students will have addressed the following competencies:

1. Analyze and synthesize historical and contemporary evidence-based data, structures, and issues, around social problems and policies at local, state, national, and international levels (Policy-F.1; CT/EBP-F.1). (*content: major social problems, social and economic injustice, violence, local, national and global poverty, oppression, and environmental issues and utilizing information technology for identifying same; identify policies designed to alleviate social problems; social and economic justice as a basis for understanding policy; history and background of social policy*).
2. Analyze the informal and formal influence and the social construction of policy's financial, organizational, administrative, and planning processes required to deliver culturally responsive services and service systems. (Policy-F.2; CT/EBP-F.2; At-risk Pops & SJ- F.2; Diversity- F.1, F.5). (*content: services and programs for poor and vulnerable populations; policies and procedures in organization and their relationship to overarching local, state or national policies; culturally relevant services*).

**Week 15- November 25- Thanksgiving break**

**Week 16- December 2- Grand Finale**

**Assignments due:**

*Students who contracted for B or B+: No assignments due.*

*Contract for A: PowerPoint Presentation due.*