The University of Tennessee
College of Social Work

Syllabus: SW 510
CRN 31155 Section 009
Social Work and Social Welfare Policies and Programs
Spring, 2016
Room 234

(3 Credit Hours)

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Office Hours: 12:00-1:00 or as arranged
Class time: 1:00-4:00

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.csw.utk.edu). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

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).

University Civility Statement
Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: http://civility.utk.edu/.

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 100 Dunford Hall (865-974-6087). This will ensure that you are properly registered for services.

Dimensions of Diversity
The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council
on Social Work Education (CSWE 2015 Educational Policy Statement), “the dimensions of diversity are understood as the intersectionality of multiple factors including” age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. “A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

**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

ORGANIZATION OF COURSE AND BLACKBOARD
This course will be taught using what is often referred to in educational circles as a “blended model”, that is, activities will take place both online and in face-to-face classroom 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 January 27, 2016. Please submit it directly to the instructor through Blackboard. No formal contract is necessary. A simple statement such as “I contract to earn a _____ “ is all you need to provide. 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 Biweekly Worksheets required for the weekly readings, as well as the materials and instructions for the projects required to earn a B or a B+.

**Grading Scale**
The following grading scale will be used for final course grade.

- **A (95-100)** Outstanding/Superior – Exceptional performance. Consistently exceeds expectations.
- **B+ (90-94)** Very Good – Student consistently meets and occasionally exceeds normal expectations for the course. Better than satisfactory performance.
- **B (85-89)** Good – Student consistently meets normal expectations for the course. Satisfactory performance.
- **C+ (80-84)** Average – There is unevenness in grasping course content. Student is inconsistent in meeting the normal expectations for the course. Less than satisfactory performance.
- **C (70-79)** Poor - There is a lack of understanding of course content. Student does not meet course expectations. Performance well below the standard expected of graduate students.
- **D (70-78)** Clearly unsatisfactory performance and cannot be used to satisfy degree requirements.
- **F (< 69)** Very Poor – There is a lack of attendance or incomplete assignments. Course expectations are not met. Extremely unsatisfactory performance and cannot be used to satisfy degree requirements.

**Late Assignment Policy** – Extension of assignment is negotiable with instructor.

**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. 2) Students must also complete and submit the Biweekly Worksheets for each reading. 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) work in a group along with other students in the class to prepare and present a policy poster for Social Work on the Hill. Details will be made available in class.*

*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 5-6 page paper on a policy-*
related topic. Guidelines for paper 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 worksheets, presentations, and papers:

The course assignments address the following competencies. By completing this project 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 present their findings in worksheets, presentations, and papers. These assignments 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 assignments will report the results if students’ work in identifying the issues described in this competency.

The policy paper includes and expands upon the materials used to develop the policy presentation. As a result the two together address 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).

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 presentation and paper 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- January 13- Course Overview

*Class meets face-to-face (FTF) in Room 234.*

Assignments for all contract grades:

*This assignment is optional. It is designed to help those who have not had my classes before become familiar with the format I use on Blackboard. If you have had one of my courses before you will not need to complete it. No credit will be given for completion of the assignment.*

1. Read the syllabus and complete the “Scavenger Hunt” described in the first announcement that leads you through a Blackboard website tour. Instructions for the Scavenger Hunt can be found on the Main page of the course website.
   1. Post an introduction on the Discussion Board in Blackboard.
      Ask any questions you may about course assignments and expectations in the Questions about the Course forum in Blackboard.
   5. Read the “Required Readings” and complete **Weekly Worksheet 1** by the scheduled date of the next class.

Required readings for next class:

Karger and Stoesz, Preface, 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 in preparation for next week’s class.
Week 2- January 20

Assignments due:

Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

No face-to-face class. All interactions will be on Blackboard.

Outcomes:

By completing this week’s portion of the Biweekly 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:

Read Karger and Stoesz , Chapters 2 and 3

Week 3- January 27

Class will meet face-to-face in Room 234.

Assignments due:

Biweekly Worksheet 1 must be submitted through Blackboard.

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, the worksheet, 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:**

Karger and Stoesz, Chapters 4 and 5

**Week 4- February 3**

No face-to-face class. Interactions will be on Blackboard.

**Assignments due:**

Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

**Outcomes:**

Upon completing the readings, the worksheet, 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:**

Karger and Stoesz, Chapter 6
**Week 5- February 10**

**Assignments due:**

**Class will meet FTF in Room 234.**

Worksheet 2 must be submitted through Blackboard.

Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

**Outcomes:**

Upon completing the readings, the 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:**

Karger and Stoesz, Chapter 7

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**Week 6- February 17**

**Class will not meet in person this week. Assignments are due on Blackboard as scheduled.**

**Assignments due:**

Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

**Outcomes:**

Upon completing the readings, the worksheet, and participation in 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.
**Required for next week:** Karger and Stoesz, Chapter 8

**Week 7- February 24**

**Class meets FTF in Room 234.**

**Assignments due:**

Biweekly worksheet 3 must be submitted through Blackboard.

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.

**Required for next week:** Karger and Stoesz, Chapter 9

**Week 8: March 2**

**No FTF class meeting this week.**

**Assignments due:**

Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

**Outcomes:**

Upon completing the readings, worksheet, and participation 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).*

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:**

Karger and Stoesz, Chapter 10

**Week 9- March 9**

**Class meets FTF in room 234.**

**Assignments due:**

Worksheet 4 must be submitted through Blackboard.

Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

**Outcomes:**

Upon completing the readings, worksheets, and participation 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).*

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:**
Students contracting for a B+ or A present their posters at the Social Work Day on the Hill Poster Contest. Day on the Hill is March 17.

**Week 11- March 23**

No FTF class.

**Assignments due:**

Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

**Outcomes:**

Upon completing the readings, worksheet, and participation 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).*

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:**

Karger and Stoesz, Chapter 12

**Week 12- March 23**

Class meets FTF in room 248.
Assignments due:

Worksheet 5 must be submitted through Blackboard.

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 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:

Karger and Stoesz, Chapter 13

Week 12- March 30

No FTF class.

Assignments due:

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 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:

Karger and Stoesz, Chapter 14

Week 13- April 6

Class meets FTF in Room 234.

Assignments due:

Worksheet 6 must be submitted through Blackboard.

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:

Karger and Stoesz, Chapter 15

**Week 14- April 13**

No FTF class.

Assignments due:

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).*

Readings for next week:

Karger and Stoesz, Chapter 16

**Week 15- April 20**

Class meets FTF in Room 234.

Assignments due:

Worksheet 7 must be submitted through Blackboard.
Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

*Contract for A*: Policy paper due.

**Readings for next week: Karger and Stoesz, Chapters 17 and 18**

**Week 16- April 27**

No FTF class.

**Assignments due:**

Worksheet 7

Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.