

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____	
	Department College (To obtain a course number, contact erudolph@fau.edu)			
Prefix Number	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate) Lab Code	Type of Course	Course Title	
Credits (See Definition of a Credit Hour)	Grading (Select One Option) Regular Sat/UnSat	Course Description (Syllabus must be attached; see Template and Guidelines)		
Effective Date (TERM & YEAR)				
Prerequisites <i>Prerequisites, Corequisites and Registration Controls are enforced for all sections of course.</i>		Academic Service Learning (ASL) course Academic Service Learning statement must be indicated in syllabus and approval attached to this form.		
		Corequisites	Registration Controls (For example, Major, College, Level)	
Minimum qualifications needed to teach course: Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field).		List textbook information in syllabus or here		
Faculty Contact/Email/Phone		List/Attach comments from departments affected by new course		

Approved by Department Chair _____ College Curriculum Chair _____ College Dean _____ UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____	Date 9/25/2023 9/26/2023 9/26/23 _____ _____ _____ _____ _____
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Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

**Phyllis and Harvey Sandler School of Social Work
Doctor of Social Work Program
Florida Atlantic University
Boca Raton Campus**

Advanced Policy Practice for Clinical Social Workers

SOW 7497 Section: Call Number: [3 Credit Hours]

Semester:

Classroom:

Start/End Date:

Class Times:

Instructor:

Office Hours:

Phone:

Office Location:

Email:

Web: sw-cj.fau.edu/ssw

Doctor of Social Work (DSW) Program Mission

The DSW program provides doctoral-level practitioners with educational experiences that will allow them to engage in advanced clinical social work practice, conduct advanced clinical research, teach evidence-based practice courses, and assume leadership roles in the social work profession. Upon completion, DSW graduates will be able to:

- Integrate social work, social, and behavioral sciences with other disciplines as the basis for the highest level of evidence-based social work practice.
- Demonstrate professionalism, leadership, ethical principles, and scientific integrity in advanced social work practice, education, and research.
- Provide collaborative leadership in the development of social work evidence-based practice models and standards of care for diverse populations.
- Generate client, systems, practice, and outcome-based research.
- Analyze theory, empirical research, and other evidence to guide improvements in social work practice.
- Utilize information systems and technology to enhance social work education and practice.

Course Description

This course prepares students for leadership in their practice area through advocacy and policy analysis. Students will analyze theoretical foundations of policy and engage in policy practice exercises. This course will examine current critical issues related to client, community, and policy advocacy, as well as the importance of thorough evaluations of policy to develop effective advocacy strategies. This course

employs a problem-solving approach, like that explored in both practice and research courses. Students will learn how to use policy practice to address a social problem of importance to them and the social work profession. This problem may intersect with clinical practice goals, and/or social problems of personal significance. Through a deeper exploration of theory, knowledge, and skills, students will develop expertise in policy that informs how they design and implement a strategy to advance the goals of the social work profession according to the NASW Code of Ethics. [Current policy issues affecting clinical social work practice and the financing of clinical social work services will be emphasized.](#)

Instructional Method:

This class is designated as a “fully online class” with no on-campus requirements.

Course Objectives:

Upon successful completion of this course, students will be able to demonstrate the following competencies:

- Identify social policy at the local, state, and federal levels that impact well-being, service delivery, and access to social services.
- Assess how social welfare and economic policies impact the delivery of and access to social services.
- Apply critical thinking skills to analyze, formulate, and advocate for policies that advance well-being.
- Understand policy, service delivery, and the nature of power and control in the political and legislative process, with a special emphasis on vulnerable populations and social work values.
- Conduct comparative policy research at both state and national levels.

LEARNING ENVIRONMENT:

This class is taught predominantly online. The student is a co-creator of the learning experience and environment. It is the purpose of this class to provide knowledge and access to resources that will serve as a springboard for class collaboration and group projects. Class sessions include lectures that follow the progression of the course outline. The course may include live or recorded lectures using voice-over PowerPoint, discussion blogs, reading assignments, assignments involving social media, online activities, and online group presentations. Discussions focus on lecture content, reading assignments, current events relevant to social policy, and student experiences as a practitioner. A variety of techniques, including classroom exercises, audio-visual presentations, and guest speakers may be used.

Students are expected to complete all assigned readings on time, attend class and participate knowledgeably in class discussions. In addition to the assigned readings, students are expected to skim

news sources such as major national newspapers, news radio, podcasts, or television news. These sources will be beneficial to all students in preparing class assignments and participating in class discussions.

COURSE REQUIREMENTS

REQUIRED TEXTS

Karger, H. & Stoesz, D. (2022). *American Social Welfare Policy: A Pluralist Approach*, (9th Ed). ISBN: 9780137472314

Lane, S.R., Palley, E. & Shdaimah, C. (2019). *Social policy in a changing world*. Sage Publishing. ISBN: 9781544316185.

National Association of Social Workers. (2021). *Social work speaks: National Association of Social Workers policy statements (12th Ed.)*. NASW Press. ISBN: ISBN: 978-0-87101-564-8

Course Evaluation Methods

Assignments: (detailed descriptions can be found in the relevant units)

Title		
Policy Practice Project Part 1: Policy Audience		25
Policy Practice Project, Part 2: Social Problem Analysis		100
Policy Practice Project, Part 3: Social Policy Research		100
Policy Practice Project, Part 4: Social Policy Change & Advocacy Groups		100
Policy Practice Project, Part 5: Practice Testimony		25
Policy Practice Project, Part 6: Policy Advocacy Implementation		25
Class participation (i.e. course engagement)		30

Grading Scale

The grading scale for this course is as follows:

94 – 100% = A

90 – 93% = A-

87 – 89% = B+

83 – 86% = B

80 – 82% = B-

77 – 79% = C+

73 – 76% = C

70 – 72% = C-

67 – 69% = D+

63 – 66% = D

60 – 62% = D-

0 – 59% = F

Assignment Descriptions:

Policy Practice Project

This project will take you from the process of understanding a social problem, finding related policy, and creating proposals for policy change to improve the problem. By the end of the semester, you will give practice testimony and create a policy document to address this social problem and create change. The best social problems to choose for this project are those that are significant, meaning they make a difference in people's lives, but not so big that they are impossible to wrestle with in the time we have. It is also good to pick a problem that you know something about already, either that you have worked with a specialty of your clinical practice or that you have been personally impacted by. The project is broken down into 6 separate assignments.

Part 1: Policy Audience (2-pages)

In this assignment, you will be asked to identify and research your local, state, and federal elected officials. Develop a short biography of each elected official identifying where they live, and organizations they are involved with, and the issues they support. Consider connections that you could make with them as you develop an advocacy strategy for how you would build connections in a legislative meeting.

Policy Practice Project Part 2: Social Problem Analysis (6 pages)

For this assignment and the remainder of the semester, you are going to focus on one social problem (such as homelessness, substance use disorders such as the opioid crisis, or food insecurity). We are going to define your social problem in this unit and work toward creating change to improve the lives of those affected in future units. In this assignment, citing at least six sources, answer the following questions.

- A. What is the social problem that you would like to address? Describe and define using both narratives and statistics.
- B. Why did you choose to focus on this problem?
- C. Who is affected by this problem?

- Describe what groups of people are affected, how they are affected, and how much they are affected. Focus specifically on vulnerable or marginalized populations.

Policy Practice Project, Part 3: Social Policy Research (6-pages)

In part three, you selected a social problem for your focus. Now, your task is to find at least two policies that address this problem. Make sure you identify a POLICY and not a PROGRAM. Programs may involve efforts or interventions aimed at addressing social problems. Policies are the government's responses to identified social problems, often through legislation or regulation. Some policies include the creation of programs. Your selected policies could be policies that contribute to causing the problem, making it worse, trying to prevent the problem, or attempting to make it better. Research two policies and describe how they developed historically, how they are implemented, and whether they have been successful at alleviating the problem. A more detailed outline will be provided.

Policy Practice Project, Part 4: Social Policy Change & Advocacy Groups (6 pages)

In this assignment, you will consider changes that you would like to make to the policies you identified in the last assignment. In answering this question, be sure to follow the following format:

- a. Provide a basic policy analysis that includes answers to the following questions:
 - What is the title of the policy?
 - What is the goal of the policy?
 - What level(s) of government is the policy related to (federal, state, local)?
 - What is the geographic location the policy relates to?
 - What benefits are provided through the policy?
- b. What change do you want to see in that policy?
- c. What kind of change is it?
- d. What benefit do you see to this change?
- e. How would this change specifically help vulnerable or marginalized groups affected by the social problem?
- f. Who are the interest groups working on this issue who might be good allies?
- g. Who might oppose your perspective on this? What work have both potential allies and opponents done, if any, on this issue?

Keep in mind that the world is not black and white, so there are groups with whom you might generally agree with who might be opposed to this particular change. Or there might be groups who are not definitely for or against you: they are potential allies or potential opponents, and you would need to use your interpersonal and coalition-building skills to work with them. Your audience for this assignment is a fellow social work student who you would like to convince to work with you on this policy change. Your instructor will discuss the importance of the audience in writing policy documents.

Policy Practice Project, Part 5: Practice Testimony (5 minutes; 2-3 pages)

Pretend that you are testifying in front of a committee of the legislative body most appropriate to your policy issue. Prepare and present to your classmates no more than 5 minutes of testimony in support of your proposed policy changes outlined in Advocacy Project, Part 4. In addition to giving testimony, you will submit your written testimony. Your testimony should follow this format:

- a. Introduction: Who you are and who you represent. Describe specifically who your audience is (what group of policymakers you are speaking to)
- b. Body: Discuss the policy at hand and give your argument(s) for the specific changes you see necessary to the policy.
- c. Refute alternative suggestions or potential arguments against your proposal.
- d. Closing remarks: Sum up your proposal.

Policy Practice Project, Part 6: Policy Advocacy Implementation (depends on the option chosen, generally 1-3 pages)

For this Advocacy assignment, you will create a policy document from one of the options below. Some options include

- Letter to the editor of a local or national newspaper
- Letter to a policymaker, legislator, or city councilperson
- Policy brief that you could distribute to a policymaker or advocacy group
- Infographic that you share with policymakers or community members

Your document will be assessed based on its professionalism, appropriateness for the audience, and factual content. It is not expected that you actually share the document but rather that you illustrate the skills you have learned in this class for future advocacy work.

Unit	Topic	Reading	Assignment
Module 1	Introduction to Policy Practice	Lane, Palley & Shdaimah (2019) <i>Social Welfare Policy in a Changing World</i> Chapter 1: How Policy is Created & Influenced Karger & Stoesz (2023). <i>American Social Welfare Policy: A Pluralist Approach</i>	

Unit	Topic	Reading	Assignment
		Chapter 1: Social Policy and the American Welfare State	
Module 2	Policy Development	<p>Lane, Palley & Shdaimah (2019) <i>Social Welfare Policy in a Changing World</i> Chapter 2: How Policy is Created and Influenced</p> <p>NASW, Social Work Speaks: NASW Policy Statements (2021-2023) Electoral Politics Voter Participation Role of Government, Social Policy & Social Work</p>	
Module 3	Policy Analysis	<p>Lane, Palley & Shdaimah (2019) <i>Social Welfare Policy in a Changing World</i> Chapter 3: Practical theories for understanding and analyzing policy</p>	Policy Project Part 1: Policy Audience due
Module 4	The Voluntary Sector	<p>Karger & Stoesz (2023). <i>American Social Welfare Policy: A Pluralist Approach</i> Chapter 6: The Voluntary Sector Today</p> <p>NASW, Social Work Speaks: NASW Policy Statements (2021-2023)</p>	

Unit	Topic	Reading	Assignment
		Deprofessionalization & Reclassification, Licensing & Regulation of Social Work Practice	
Module 5	Privatization and Human Service Corporations	Karger & Stoesz (2023). <i>American Social Welfare Policy: A Pluralist Approach</i> Chapter 7: Privatization & Human Service Corporations	Policy Project Part 2: Social Problem Analysis due
Module 6	Health Care Policy	Karger & Stoesz (2023). <i>American Social Welfare Policy: A Pluralist Approach</i> Chapter 12: The American Health Care System NASW, Social Work Speaks: NASW Policy Statements (2021-2023) People with Disabilities	
Module 7	Mental Health & Substance Abuse Policy	Karger & Stoesz (2023). <i>American Social Welfare Policy: A Pluralist Approach</i> Chapter 13: Mental Health and Substance Abuse Policy NASW, Social Work Speaks: NASW Policy Statements (2021-2023)	

Unit	Topic	Reading	Assignment
		Employee Assistance, Mental Health, Substance Use Disorder Treatment	
Module 8	Child Welfare Policy	<p>Karger & Stoesz (2023). <i>American Social Welfare Policy: A Pluralist Approach</i> Chapter 15: Child Welfare Policy</p> <p>NASW, Social Work Speaks: NASW Policy Statements (2021-2023) Child Abuse & Neglect, Child Welfare Workforce Foster Care & Adoption</p>	Policy Project Part 3: Policy Research due
Module 9	Family Policy	<p>Lane, Palley & Shdaimah (2019) <i>Social Welfare Policy in a Changing World</i> Chapter 4: Family Policy</p> <p>NASW, Social Work Speaks: NASW Policy Statements (2021-2023) Family Policy Family Violence</p>	
Module 10	Food Policy	<p>Karger & Stoesz (2023). <i>American Social Welfare Policy: A Pluralist Approach</i> Chapter 17: The Politics of Food Policy & Rural Life</p>	Policy Project Part 4: Social Policy Change & Advocacy due

Unit	Topic	Reading	Assignment
Module 11	Work & Employment Policy	Lane, Palley & Shdaimah (2019) <i>Social Welfare Policy in a Changing World</i> Chapter 9: Work & Employment Policy	
Module 12	The American Welfare State in International Perspective	Karger & Stoesz (2023). <i>American Social Welfare Policy: A Pluralist Approach</i> Chapter 19: The American Welfare State in International Perspective NASW, Social Work Speaks: NASW Policy Statements (2021-2023) International Policy on Human Rights	
Module 13	Policy Advocacy Techniques	Vance, S. (2009). <i>Citizens in Action: A guide to influencing government.</i> Chapter 7: Developing your message, Chapter 8: Delivering your message, Chapter 9: Effective Meetings	
Module 14	Future Directions in Social Welfare Policy Policy Project Presentations	Day, A., McLeod, B., Hawkins, R. L., & Mogro-Wilson, C. (2023). The Importance of Policy Advocacy in Social Work. <i>Families in Society: Journal of Contemporary Social Services</i> , 104(3),	Policy Project Part 5: Testimony due

Unit	Topic	Reading	Assignment
		243–244. https://doi.org/10.1177/10443894231187908	
Module 15	Policy Project Presentations		Policy Project Part 5: Testimony due Policy Project Part 6: Policy Advocacy in Action due

Standard Course Policies

Policy on Makeup Tests, Late Work, and Incompletes

There is no makeup or late submissions in this class. Please note that students may not be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. Instructors must allow these students to make up missed work without any reduction in the student’s final course grade. Reasonable accommodation must also be made for students participating in a religious observance. Please note that grades of Incomplete (“I”) are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances. If your college has elaborated on this policy, state so here.

DSW Student Policies

For professional expectations of student behaviors, attendance, late submission policy, academic integrity, and other DSW student policies, please see the DSW student handbook.

Online Etiquette (Netiquette)

Due to the casual communication common in online environments, students are sometimes tempted to relax their grammar, spelling, and/or professionalism when using discussion boards, email, or other online technologies; however, remember you are adult students and professionals—your communication should be appropriate whether it is online or otherwise. You are expected to use correct spelling and grammar, writing complete sentences for your online responses. Also, please note that in the online environment you do not have the advantage of voice inflection or gestures. As a result, sarcasm can come across very negative, so this form of communication should be avoided. When conducting peer reviews

or responding to classmates' posts, remember that you are responding to the ideas of the writer: keep your communication professional and on-topic.

Social Media Policy

Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g., Facebook, Twitter, etc.) and other forms of electronic communication (e.g., blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, future employers, and others. Social work students are expected to make every effort to minimize material that could be considered inappropriate for a professional social worker in training. Because of this, social work students should manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students should consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including any information that might lead to the identification of a client or compromise client confidentiality in any way. Additionally, students should critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the FAU School of Social Work and the NASW Code of Ethics. Social work students should consider that they will be representing professional social work practice as well as the FAU School of Social Work while in the classroom, the university community, and the broader area communities.

To maintain appropriate professional boundaries, social work students should avoid "friending" clients, that is, allowing clients to connect with your personal Facebook, Twitter, or other personal social media accounts. As a student, you should also maintain professional boundaries with professors, field educators, and other professionals at your field agencies.

SAFEWALK – Night Owls

Boca Raton 561-297-6695 Davie 954-236-1902 Ft. Lauderdale 954-762-5611 Jupiter 561-799-8700
Campus security will escort individuals, day or night. Call ahead or go to their offices at Room 155 in the LA Building, Davie to make appropriate arrangements.

STUDENT ACCESSIBILITY SERVICES

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/

DISCRIMINATION OR HARASSMENT –

Students with concerns about on-campus discrimination or harassment (including sexual harassment) can contact the Office of Equity, Inclusion, and Compliance for assistance (<https://www.fau.edu/eic>). The Boca Raton office is located in Administration Building Room 265. FAU's full Nondiscrimination Policy is posted at <http://www.fau.edu/regulations/chapter5/Reg%205.010%206-2015.pdf>

RELIGIOUS HOLIDAYS

Please advise the instructor at the beginning of the term if you require accommodations for religious holidays.

ATTENDANCE

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed

Please advise the instructor at the beginning of the term if you require accommodations for religious holidays.

CODE OF ACADEMIC INTEGRITY

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

COUNSELING & PSYCHOLOGICAL SERVICES (CAPS) CENTER

additional information on student rights and responsibilities, please see the FAU Catalog at Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

ADDITIONAL INFORMATION ON STUDENT RIGHTS and RESPONSIBILITIES
For additional information on student rights and responsibilities, please see the FAU Catalog at <http://www.fau.edu/registrar/universitycatalog/welcome.php> and DSW policies at <http://cdsi.fau.edu/ssw/current-students/dsw>

The instructor reserves the right to adjust this syllabus as necessary.

Bibliography

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