

**The University of Texas At Austin
School of Social Work**

**Policy Analysis: Children and Families
(MSSW Policy II)**

Course Number:	SW 392R2	Instructor:	Noël Bridget Busch
Unique Number:	63465	Office Number:	3.130D
Semester:	Fall 2003	Contact Information:	471-3198/794-1106 nbusch@mail.utexas.edu
Meeting Time/Place:	Tuesdays 2:30 – 5:30 SW 2.112	Office Hours:	Tuesdays 1 – 2:30 & by appointment

I. Course Description

This course focuses on social policy and its impact on children, families, and social work professionals. The course identifies and analyzes the processes involved in developing and implementing policies, and concentrates on analysis and evaluation of current and proposed national, state, and local policies that significantly impact children and families.

II. Standardized Course Objectives

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

1. Understand the impact of social policy on children and families.
2. Assess how social policies affect social work professionals employed in systems that are designed to assist children and families.
3. Develop knowledge of and critically evaluate current social policies in areas such as health, mental health, childcare, child welfare, juvenile justice, welfare reform, education, services for the aging population, same sex couples, and families with children or members with disabilities.
4. Critically analyze and evaluate the effects of social policy on specific populations of children and families (economically disadvantaged, mentally challenged, survivors of family violence/abuse, women, men and other at risk groups).
5. In preparation for field education, develop a plan for influencing social policy as a part of each professional's commitment to promote social justice.
6. Gain an awareness of how social policy impact social workers at the administrative and direct practice levels within an organization.
7. Understand current trends (community, national and global) in service provision that have resulted from social problems and policies.
8. Identify value and ethical dilemmas social workers and other health and human service professionals face when addressing the needs of children and families.
9. Critically evaluate research-based policies used for decision-making including distribution of resources and services.

III. Teaching Methods

The primary teaching approach in this course will be collaborative learning. Material in the course will be presented through a variety of teaching strategies. For example, case studies, discussions, videos, small group work, field trips, new articles, examinations, readings, and lectures will be considered. Videos will be used as tools for addressing key concepts in the course. The goal is to

stimulate critical thinking, intellectual creativity, and sharing of knowledge and skills with and through the class.

Students will be responsible for material presented through all these activities. Assigned readings are for the week in which they are listed and students should complete the readings prior to class and be prepared to discuss them. However, the instructor may not review all assigned readings in class.

IV. Required Textbooks & Readings

Required Textbooks (please purchase on-line (Amazon.com) or at any commercial book store)

Dash, L. (1997). Rosa Lee: A Mother and Her Family in Urban America. New York, NY: Plume.

Breslin, J. (2002). The Short Sweet Dream of Eduardo Gutierrez. New York, NY: Three Rivers Press.

Articles & Book Chapters (A course packet will be available at IT Copy & in the LRC)

Einbinder, S. (1999). Policy Analysis. (pp. 1849 – 1853). In the Encyclopedia of Social Work, 20th Edition.

Favreault, M., Sammartino, F.J., & Steuerle, C.E. (Eds.) (2002). Social Security and the Family. Washington, DC: The Urban Institute.

Chapter 4: Zedlewski, S., & Saha, R. (pp. 89 – 122). Social Security and Single Mothers: Option for "Making Work Pay" into Retirement.

Chapter 5: Thompson, L.H., & Carasso, A. (pp. 123 – 176). Social Security and the Treatment of Families: How Does the United States Compare with Other Developed Countries?

Ginsberg, L. (1998). Conservative Social Welfare Policy: A Description & Analysis. Chicago, IL: Nelson-Hall

Chapter 4: The Welfare State: Its Supporters and Detractors

Chapter 6: Conservative Politics and Social Welfare

Hays, S. (2003). Flat Broke with Children. Oxford, England: Oxford University Press.

Chapter 3: Promoting Family Values

Chapter 7: Cultures of Poverty

Mink, G. (1998). Welfare's End. Ithaca, NY: Cornell University Press.

Chapter 2: How We Got to Welfare Reform: A Legislative History

Poppo, P., & Leighninger, L. (2001). The Policy-Based Profession: An Introduction to Social Welfare Policy Analysis for Social Workers (2nd Ed.).

Chapter 1: The Policy-Based Profession

Chapter 7: Welfare Reform: TANF

Chapter 11: Child Welfare: Family Preservation Policy

Santa Ana, O. (2002). Student as means, not end: Contemporary American discourse on education. (pp. 157 – 197). In O. Santa Ana, Brown Tide Rising: Metaphors of Latinos in Contemporary American Public Discourse. University of Texas Press: Austin.

Schiller, B. (2003). The Economics of Poverty and Discrimination (9th ed.). Upper Saddle River, NJ: Prentice Hall.

Chapter 7: Family Size and Structure

Schwartz, M.A., & Scott, B.M. (2003). Marriage and Families: Diversity and Change. Upper Saddle River, NJ: Prentice Hall.

Chapter 10: Evolving Work and Family Structures

Chapter 11: Violence and Abuse

Weil, A., & Finegold, K. (Eds.) (2002). Welfare Reform: The Next Act. Washington, DC: The Urban Institute.

Chapter 5: Zedlewski, S. (pp. 79 – 102). How are Children Faring Under Welfare Refrom?

Chapter7: Adams, G., & Rohacek, M. (pp.121 – 142). Child Care and Welfare Reform.

Zigler, E., Kagan, S., Hall, N. (1996). Children, Families and Government: Preparing for the Twenty-first Century. Cambridge, UK: The University of Cambridge Press.

Chapter 1: The Changing Nature of Child and Family Policy

Chapter 3: Child and Family Policies: An International Overview

Chapter 11: Child and Health: What Public Policies Can Improve It?

Chapter 12: Children's Mental Health: Changing Paradigms and Policies

Chapter 13: Child Abuse and Social Policy

Chapter 20: Linking Services for Children and Families: Past Legacy, Future Possibilities

V. Course Requirements

The final course grade will be determined based on scores of five (5) criteria that are designed to measure how well each student meets the course objectives. The additional information for completing each assignment is included later in the syllabus.

1. Social Problem Identification and Descriptive Analysis	25 points
2. Policy, Program, or Provision: Skill Development Paper	25 points
3. Policy Models Application and Analysis: The 78 th Texas Legislative Session	25 points
4. Sound Bites Presentations	15 points
5. Participation & Preparedness	<u>10 points</u>
	100 points

VI. Grading Scale

A = 90 – 100 points

B = 80 – 89.9 points

C = 70 – 79.9 points

F = < 70

VII. The University of Texas and School of Social Work Policies

A. Students with Disabilities or Special Learning Considerations

Please let me know if you have a learning and/or another disability and if you require special accommodations. I am interested in this class being a productive learning experience for everybody.

The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations.

B. Safety

As part of professional social work education, student may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should also notify instructors regarding any safety concerns.

C. Confidentiality

Personal disclosure is not an expectation or a requirement of this course. However, it might be appropriate for students to talk about personal information during class as it relates to our learning about a particular topic. Students are expected to adhere to all professional standards of confidentiality during the semester.

VIII. Additional Course Policies

1. Students are expected to attend **ALL** class meetings, to read **ALL** the assigned readings, and to participate in class discussions. Students missing the last day of class will be penalized.
2. There are no "excused" absences. Students missing more than two (2) class sessions will receive a 10% reduction in their overall course grade. Students missing three (3) or more class sessions may receive an "F" for the course. The instructor may use her discretion. As soon as you know that you will not be attending class, please let me know.
3. Assignments are to be submitted according to the schedule. All late assignments will receive a **five (5) point penalty per day** (weekend days will be included). All assignments are due at the beginning of the class period—assignments turned in after the beginning of class will be considered late.
4. The Publication Manual of the American Psychological Association (APA) is the style manual to be used for all assignments. Incorrect APA style will result a deduction of points on assignments.
5. Appropriate referencing is required. Failure to use quotation marks for direct quotes or citation for indirect quotations and/or others ideas may result in a "0" for the paper or an "F" for the course.
6. All papers are to be word-processed or typewritten, double-spaced, 10 – 12 point font, and "normal" margins.
7. The University policies governing scholastic dishonesty, as presented in the General Information Bulletin and the brochure prepared by Student for Academic Integrity apply in this course.

Scholastic dishonesty may result in a report to the Undergraduate Program Director, the Dean of the School of Social Work, and/or the Dean of Students. Students may receive an "F" for the course and other sanctions in accordance with University policies.

All course policies are at the discretion of the instructor.

XIII. Explanation of Assignments

1. Participation, preparedness, and contribution to other's learning

Students will be evaluated throughout the semester on their individual contributions to class discussion through preparedness (prior reading and thinking on the topics) and readiness and willingness to discuss topics in class. The expectation is that in all assignments the professor and students will perform at her/his/their highest levels and at a level commensurate with quality graduate study, teaching, and scholarship. In addition, this course provides students the opportunity of on-going discussions, deliberations, negotiations, and learning from others that is involved in policy analysis and practice.

We will start every class period with a current policy check-in. Students should clip newspaper and/or magazine articles or summarize news coverage of topics relevant our topic and/or readings for the day and social policy. The issues may have a domestic or foreign policy focus. Students should present at least one policy check in during the semester.

After a brief summary of the policy/issue, three areas should be addressed: 1. an ecological analysis of the issue, 2. the intended consequences and unintended consequences of the policy or issue and 3. the police's impact on diverse or at risk populations.

In addition, throughout the semester several in-class discussions are scheduled. Students are expected to participate in a thoughtful conversation regarding the course readings. Specifically, the Dash and Breslin texts address social problems faced by oppressed groups such as low socio-economic, people of color, people living in urban areas, migrants communities, etc. All discussions will focus on appropriate and responsive policy development. Students are required to read both the Breslin and Dash texts and chose one to complete a written assignment. Students will be required to lead an in-class discussion on the text that they are NOT completely for their written assignment.

2. Social Problem Identification and Descriptive Analysis

Students will write a six to eight page reaction paper for the Dash or Breslin book. The paper should be social problem and social policy analysis focused. Specifically, you should highlight issues that are of concern directly or indirectly to children and families. Students should address the following three areas:

- a. Identify several social problems. Explain the criteria you used to define these as social problems—how do you know they are social problems, not private issues. What are the values laden in the definition of social problems?
- b. Using an ecological framework, offer *explanations* about why and how come these problems exist. Be thorough. Particular emphasis should be placed on issues of discrimination, oppression, marginalization of diverse groups such as people of color, low socio-economic status or class, migrant workers, etc. In doing this make sure that you don't over simplify the problems—an ecological perspective explains social problems by integrating all levels in the framework. This is not simply descriptive, you must offer explanations on Why? How come? Why not? In what ways?

- c. Discuss the concept of “worthy and “unworthy” as related to the general public, availability of services, cost/benefits, etc. Who defines whom is worthy or unworthy? What criteria have you identified to determine worthiness? For example, how do you know that a group is considered “worthy” or “unworthy?” (Social workers do not consider any human being “unworthy,” nonetheless we don’t meet the needs of groups of individuals. Given this, how are these groups considered “worthy?”)

For all written work be sure to use introductory sentences with each paragraph and introductory and closing paragraphs in your paper. The underlined phrases above should be identified as your paper’s subheadings. Grammar, spelling, organization, critical thinking, etc. all count. For more grading information see the Criteria for Grading Written Work later in this syllabus.

3. Policy, Program, or Provision: Skill Development Paper

Students will write an eight to ten page paper on “how to” solve **one** of the problems identified in the Dash or Breslin books. You may submit an individual paper or choose to work in a group of two or three. If you are working in a small group, please inform me 3 weeks by email prior to the due date. The paper should include:

- a. Identify the problem and provide a rationale for putting this problem on the public’s agenda. Identify strategies that you’ll use to bring it to the public’s attention. Of all the problems why did you chose this one to address?
- b. What program or provisions would you develop in order to reduce or ameliorate the problem you identified above? You should identify a program, provision, or service that does not already exist or expand/improve a service already in existence. Therefore, the service or provision should be new and creative, but also reasonably achievable. Name your program or legislative reform effort. Identify program/legislation goals and objectives and clients served.
- c. Identify unintended consequences that might occur and why you anticipate them? How will you minimize these unintended consequences?
- d. How will you evaluate the effectiveness of the program? In other words, how do you know it works? Identify criteria for “success?”
- e. What funding source will you use to support the program? You don’t need to create a budget, rather state what funding sources you might use to support the program. If you suggest a tax increase, you probably won’t get funded. Think of creative ways to raise funds to support your service or provision or policy effort.
- f. What strategies will you use to “sell” your idea to the legislature, administrator, public, etc. Discuss realistically about your ability to sell this idea (most social problems don’t sell easily so think creatively and don’t be over optimistic).

For all written work be sure to use introductory sentences with each paragraph and introductory and closing paragraphs in your paper. The underlined phrases above should be identified as your paper’s subheadings. Grammar, spelling, organization, critical thinking, etc. all count. For more grading information see the Criteria for Grading Written Work later in this syllabus.

4. Policy Models Application and Analysis: The 78th Texas Legislative Session

In groups of five or six, students will write on an issue that is locally relevant to a Texas community and one that was passed or considered during the recent legislative session. The issues should have a health and human service focus and be relevant to social work practice. You’ll find the bills of the legislative sessions at <http://www.capitol.state.tx.us>. The following outline should be used as a guide:

1. Description of the Issue. Summarize the issue that the bill addresses in 2 paragraphs or less.
2. Model Analysis. Organize and present this section using one of the models studied in class. The analysis of the social problem should be based on the model's concepts that you select. Students should choose one of the following models or any model discussed in class; Burch, Chambers, Dobelstein, Jasson, Chamber, Gilbert and Terrell or DiNitto. You may need to do additional reading and evaluation of the models. Students should justify why they choose the model. (This means give a rationale for your choice by discussing criteria that the model included that you considered important.) The subheadings in this section should be related to the model's sub-headings.
3. Conclusions and Recommendations. What are your recommendations regarding the legislative policy or proposed policy now that you have analyzed using one of the models? Would you suggest modifications? If so, what are they? How would you improve it?

Note: Be sure to attach a copy of the bill as an appendix to your paper. All topics should be submitted in writing (including the bill number) to the instructor by September 30, 2003. Each group must select a unique **legislative topic**.

Note: Some models that neglect important issues for your analysis. If this is the case, modify the model to include additional information. In order to complete this assignment you may collect information through literature review, Internet searches, agency visits, in-person or telephone interviews, etc. where appropriate.

Your paper should be organized in a logical sequence and headings and subheadings that are clearly delineated. For all written work be sure to use introductory sentences with each paragraph and introductory and closing paragraphs in your paper. Grammar, spelling, organization, critical thinking, etc. all count. For more grading information see the Criteria for Grading Written Work later in this syllabus.

Students will evaluate each other and this grade will be calculated into the overall individual scores. Group members' grades might vary based on this feedback and an evaluation by the instructor. It is important that students equally contribute to this project's completion. If someone is not contributing to the group's work, I need to know earlier rather than later. Groups will be limited five or six students. Some class time will be set aside to accomplish this project. See criteria for grading written work and group presentations.

5. Sound Bite Presentations

The purpose of this assignment is two fold: 1. to add to our common understanding of a wide variety of policy issues that affect social work practice; 2. to give you practice in condensing your thoughts into short "sound bites " that might be useful in staff meetings, board presentations, city council meetings, etc.

In a nutshell, this assignment asks you to review the development of a particular policy throughout the semester and give three, three-minute reports ("sound bites ") on its development. You should choose a legislative bill passed or was considered during the 78th Texas Legislative Session or by the US Congress. It must be a different bill than identified in the group assignment. You may envision each three-minute report as a quick summary given by a TV reporter to an intelligent, but possibly uninformed audience (or a summary given by a concerned citizen providing his/her opinion at a city council meeting).

You will be expected to present three “sound bites ” on your chosen policy issue. **Each sound bite can take no more than three minutes. YOU WILL BE ASKED TO STOP AFTER THREE MINUTES.** Two additional minutes will be allotted for questions from the class—although the presenter will not provide immediate answers to the questions. The questions from the class are often useful for highlighting important areas for further exploration and may help guide the preparation of the next sound bite presentation you do.

Some tips:

- DO think of your sound bite presentations as a series, building upon one another as you go. For example, your first sound bite will summarize the policy issue, and provide a brief history of the policy issue; the second sound bite might discuss opposing views of the policy or public reactions to the policy issue, or even economic feasibility issues; the third might be a summary/evaluation of the policy or the process itself.
- DO use a variety of sources to gather information for your sound bites (and mention them by name in your presentations, like a TV reporter would). Useful sources include newspapers, weekly news magazines such as *Time*, *Newsweek*, or *The Economist*, National Public Radio 's *All Thing Considered*, local TV news shows, “reputable ” web sites hosted by independent think tanks or policy institutes, such as Austin's own Center or Public Policy Priorities, etc .
- DO practice your three-minute presentation several times before coming to class condensing complex information can be quite challenging and may take some practice).
- DON 'T try to force your issue into the textbook 's policy outline (each policy issue will raise different issues —you will discover the key elements as you go along).
- DON 'T read your sound bite, but prepare brief “cue words ” on a note card to help you remember the order of ideas you want to present.

Assignment Outline

Sound bite #1 should cover the historical context or background information that led up to the bill's development.

Sound bite #2 should cover the economic aspects of the bill/legislation.

Sound bite #3 should discuss the bill's movement through Congress or the Texas legislature.

IX. Criteria for Evaluation of Written Work

1. Completeness and thoroughness

How fully has the issue been addressed? When appropriate, has the issue been sufficiently researched using library resources, interview, and other means in order to gain differing perspectives and full knowledge of the issue? Has the theoretical and empirical literature on the subject been incorporated in the paper? Does the paper leave the reader with the impression that major questions have been considered, or are important issues left un-addressed? Has the paper been carefully proofread?

2. Organization and clarity

Is the paper well written and organized in a logical manner? Are there appropriate transitions between sentences, paragraphs, and sections? Are the sentence structure, syntax, and grammar of appropriate quality? Have headings and subheading been used to improve organization? Has the student addressed issues in a way that can be understood by someone unfamiliar with the issues as well as by someone knowledgeable about the issues?

3. Referencing

Are there a sufficient number of appropriate references? Has referencing been done appropriately and according to the style of the American Psychological Association? Are the references well integrated in the text? Were the references obtained from various sources (scholarly, Internet, interviews, etc.)? Are short direct quotations noted in quotation marks; are longer direct quotations indented, and are page numbers indicated for all direct quotations? Are indirect quotes paraphrased sufficiently? Were interviews of those who are involved with the creation or setting of policy and those impacted by the policy included in the analytical discussion of the policy?

4. Originality and Creativity

Have different viewpoints been compared and contrasted in a way that shows that the writer has a thorough understanding of the issues? Has the writer used his or her analytical skills in a way that suggests more than a restatement of what others have said about this issue? Has the student suggested points that have not been addressed by others?

IX. Course Calendar

Date	Chapter & Lecture Topics	Reading Assignments	Assignments
September 2	Overview Introduction to Course Values & Persistent Themes in Policy: Focus on Children and Families as oppressed groups		Read Dash & Breslin Books
September 9	TANF, Poverty and Welfare Reform Conservative Social Welfare Policy	Hays, Chapter 3 Poppo, Chapter 1 Ginsberg, Chapters 4 & 6	
September 16	TANF, Poverty, Welfare Reform	Weil, Chapter 5 Zigler, Chapter 1 & 3 Mink, Chapter 2	Sound bites
September 23	TANF, Poverty, Welfare Reform	Schiller, Chapter 7 Schwartz, Chapter 10	Discussion on Dash & Breslin Texts, Sound bites
September 30	TANF, Poverty, Welfare Reform	Hays, Chapter 7 Poppo, Chapter 7	Sound bites
October 7	Family Preservation Violence	Poppo, Chapter 11 Schwartz, Chapter 11 Zigler, Chapter 13	Sound bites Assignment # 2 Due
October 14	Child Care	Weil, Chapter 7	Sound bites
October 21	Social Security	Favreault, Chapters 4 & 5	Sound bites
October 28	Food Stamps		Sound bites
November 4	Education & Health	Santa Ana, pp. 157 – 197 Zigler, Chapter 11	Sound bites Assignment # 3 Due
November 11	Mental Health & Policy Analysis Models	Zigler, Chapter 12	Sound bites
November 18	Future Policies Policy Analysis Models	Zigler, Chapter 20	Sound bites Assignment #4 Group Presentations
November 25			Assignment #4 Group Presentations
December 2			Course Evaluations, Assignment #4 Group Presentations, Assignment # 4 Papers Due

X. Recommended Readings

- Anders, G.(1996). *Health against wealth*. New York: Houghton Mifflin.
- Comer, J. P. (1988). *Maggie's American dream: The life and times of a black family*. New York, NY: Plume.
- DiNitto, D.(2000). *Social welfare: Politics and public policy*, 4th ed. Needham Heights, MA: Allyn and Bacon.
- Dear, R. (1999). Social Welfare Policy. (pp. 2226 – 2237). In the Encyclopedia of Social Work, 20th Edition,.
- Dunn, W. N.(1994). *Public policy analysis: An introduction*. Englewood Cliffs: Prentice Hall.
- Dye, T. R.(1978). *Understanding public policy*. (3rd ed.). New York: Prentice-Hall.
- Einbinder, S. (1999). Policy Analysis. (pp. 1849 – 1853). In the Encyclopedia of Social Work, 20th Edition.
- Feldman, J. L., and Fitzpartick, R. J.(Eds.)(1992). *Managed Mental Health Care*. Washington, DC: American Psychiatric Association Press.
- Gil, D.G.(1990). *Unraveling social policy: Theory, analysis and political action towards social equity*, 4th ed. Rochester, VT: Schenkman Press.
- Gilbert, N., & Terrell, P. (2002). *Dimensions of social welfare policy*. Boston, MA: Allyn and Bacon.
- Ginsberg, L. (1999). *Understanding Social Problems, Policies, and Programs* (3rd ed.) Columbia, SC: University of South Carolina Press.
- Ginsberg, L. (1998). *Conservative social welfare policy: A description and analysis*. Chicago, IL: Nelson Hall.
- Hays, S. (2003). *Flat Broke with Children*. Oxford, England: Oxford University Press.
- Haynes, K., and Mickelson, J. (1996). *Affecting change: Social workers in the political arena*, 3rd ed. New York: Longman.\
- Iatridis, D. (1999). Policy Practice.(pp. 1855- 1866). In the Encyclopedia of Social Work, 20th edition.
- Johnson, H., & Broader, D.S.(1996). *The system: The American way of politics at the breaking point*. Boston: Little, Brown Co.
- Joint Commission in Mental Illness and Health.(1961). *Action for mental health*. New York. John Wiley and Sons.
- Kongstvedt, P. J.(1995). *Essentials of managed health care*. Gaithersburg: Aspen Publishers.
- Levin, B. L., and Petrila, J.(1996). *Mental health services: A public health perspective*. New York: Oxford University Press.

Manderscheid, R., and Sonnenschein, M.A.(1999). *Mental Health, United States, 1998*. Rockville: Center for Mental Health Services.

Mauer, B., Jarvis, D., Mockler, R., and Trabin, T.(1995). *How to respond to managed behavioral health care*. Tiburon, CA: CentralLink Publications.

Mink, G. (1998). *Welfare's End*. Ithaca, NY: Cornell University Press.

Meenaghan, T. M., and Kilty, K.M.(1993). *Policy analysis and research technology: Political and ethnical considerations*. Chicago: Lyceum Books.

McCandless, P. (1996). *Moonlight, Magnolias, Madness: Insanity in South Carolina from the colonial period to the progressive era*. Chapel Hill: University of North Carolina Press.

Mieczkowski, T. (Ed.). (1992). *Drugs, crime, and social policy*. Boston: Allyn and Bacon.

Office of National Drug Control Policy.(1997). *The national drug control strategy: 1997*. Washington, DC. Executive Office of the President.

Patton, C.V., and Sawicki, D.S.(1993). *Basic methods of policy analysis and planning*, 2nd. ed. Englewood Cliffs, NJ: Prentice Hall.

Phillips, N., & Straussner, S. (2002). *Urban social work: An introduction to policy and practice in the cities*. Boston, MA: Allyn and Bacon.

Popple, P., & Leighninger, L. (2001). The Policy-Based Profession: An Introduction to Social Welfare Policy Analysis for Social Workers (2nd Ed.).

Reynolds, B. (1963). *An uncharted journey: Fifty years of growth in social work*. Silver Springs, MD: NASW Press.

Rochefort, D.A.(1993). *From poorhouses to homelessness: Policy analysis and mental health care*. Westport, CT. Auburn House.

Rognehaugh, R.(1998). *The managed health care dictionary*. Gaithersburg: Aspen Publications.

Rothman, D. J.(1971). *The discovery of the asylum: Social order and disorder in the new republic*. Boston: Little, Brown and Co.

Santa Ana, O. (2002). Why study the public discourse metaphors depicting Latinos? (pp. 1 – 10). In O. Santa Ana, *Brown Tide Rising: Metaphors of Latinos in Contemporary American Public Discourse*. University of Texas Press: Austin.

Santa Ana, O. (2002). Student as means, not end: Contemporary American discourse on education. (pp. 157 – 197). In O. Santa Ana, *Brown Tide Rising: Metaphors of Latinos in Contemporary American Public Discourse*. University of Texas Press: Austin.

Schamess, G., and Lightburn, A. (eds. 1998). *Humane managed care?* Washington, DC: NASW Press.

Scott, D.M. (1997). *Social policy and the image of the damaged black psyche 1880-1996*. Chapel Hill: University of North Carolina Press.

Steven, J.W. (2002). *Smart and sassy: The strengths of inner-city black girls*. New York, NY: Oxford Press.

Thompson, C. & Wiggins, M. (Eds). *The human cost of food*. Austin, TX: University of Texas Press.

Weiss, L. D. (1997). *Private Medicine and Public Health: Profit, politics and prejudice in the American health care enterprise*. Boulder: Westview Press.

Zigler, E., Kagan, S., Hall, N. (1996). *Children, Families and Government: Preparing for the Twenty-first Century*. Cambridge, UK: The University of Cambridge Press.

XI. Online Policy Sites

Department of Health and Human Services: hhs.gov
 Administration for Children and Families: acf.gov
 Administration on Aging: aoa.gov
 Agency for Health Care Research and Quality: ahrq.gov
 Centers for Disease Control: cdc.gov
 Food and drug Administration: fda.gov
 Health Care Financing Administration: hcfa.gov
 Health Resources and Services Administration: hrsa.gov
 Indian Health Services: ihs.gov
 Executive Office of the President: whitehouse.gov
 Office of National Drug Control Policy: (1) whitehousedrugpolicy.gov/
 (2) whitehousedrugpolicy.gov/policy/papers
 Legislation (Current bills): <http://thomas.loc.gov/>
 Legislation (previous laws): <http://thomas.loc.gov/home/bdquery.html>
 Legislation (copies of historical laws): <http://lcweb2.loc.gov/const/mdbquery.html>
 National Alliance for the Mentally Ill: nami.org
 National Institutes of Health: nih.gov
 National Institute of Drug Abuse: nida.nih.gov/NIDAhome1.html
 National Institute on Alcohol Abuse and Alcoholism: niaaa.nih.gov/
 National Institute of Mental Health: nimh.nih.gov/home.cfm
 Rand Drug Abuse Policy Research Center: rand.org/centers/dprc
 Robert Wood Johnson Substance Abuse Policy Research Center:
phs.bgsu.edu/sshp/rwj/rwj.htm
 Substance Abuse and Mental Health Services Administration: samhsa.gov
 Center for Mental Health Services: mentalhealth.gov
 Center for Substance Abuse Prevention: samhsa.gov/csap
 Center for Substance Abuse Treatment: samhsa.gov/csac
 Knowledge Exchange Network: ken@mentalhealth.org
 Office of Managed Care: mentalhealth.org/cmhs/managedcare
 National Association of State Mental Health Program Directors: nashpd.org
 National Association of State Substance Abuse and Alcohol Program Directors:
 Texas Department of Mental Health and Mental Retardation: tmhmr.state.tx.us
 Texas Commission on Alcohol and Drug Abuse: tcada.state.tx.us
 Texas Health and Human Services Commission: hhsc.state.tx.us
 Texas Department of Health: tdh.state.tx.us
 Texas Legislation On-line: <http://www.capitol.state.tx.us>

Participation, Preparedness, and Contribution to Other's Learning
SSW 392 Social Policy
Summer 2001

Student Name _____
Grade Assigned _____

Criteria:

Students will be evaluated throughout the semester on their individual contributions to class discussion through preparedness (prior reading and thinking on the topics) and readiness and willingness to discuss topics in class. The expectation is that in all assignments the professor and students will perform at her/his/their highest levels and at a level commensurate with quality graduate study, teaching, and scholarship. In addition, this course provides students the opportunity of on-going discussions, deliberations, negotiations, and learning from others that is involved in policy analysis and practice.

We will start every class with a current policy check-in. Students should clip newspaper or magazine articles or summarize news coverage of topics relevant our topic and/or readings for the day and social policy.

Students' involvement in the class discussions on the Dash and Breslin texts will also be evaluated.

Comments:

Criteria for Evaluation of Written Work

I. Completeness and thoroughness (some criteria not applicable to this assignment) 25%

Consistent throughout paper (Yes)	Consistent throughout most of paper (Mostly)	Not consistent throughout the paper--needs work (Not enough)	
			Issue fully addressed
			Sufficiently researched*
			Theoretical & empirical literature incorporated*
			Major questions have been addressed
			Carefully proofread

2. Organization and Clarity (some criteria not applicable to this assignment) 25%

Consistent throughout paper (Yes)	Consistent throughout most of paper (Mostly)	Not consistent throughout the paper-- needs work (Not Enough)	
			Well written & organized
			Appropriate transitions
			Sentence structure, syntax, and grammar
			Headings and subheadings
			Understandable to unfamiliar reader
			Understandable to familiar reader

3. Referencing (some criteria not applicable to this assignment) 20%

Consistent throughout paper (Yes)	Consistent throughout most of paper (Mostly)	Not consistent throughout the paper-- needs work (Not Enough)	
			Sufficient Number of References *
			APA style utilized
			References well integrated
			References from various sources *
			Correct use of quotations
			Indirect quotes paraphrased sufficiently
			Interviews included in analysis *

4. Originality and Creativity (some criteria not applicable to this assignment) 30%

Consistent throughout paper (Yes)	Consistent throughout most of paper (Mostly)	Not consistent throughout the paper--needs work (Not Enough)	
			Different viewpoints compared and contrasted
			Use of own analytical skills not just restatement
			Suggested points not been addressed by others

Assignment Outline Points Covered

___ yes ___ no _____ points need more depth, explanation, or discussion

Criteria for Evaluating Group Presentations &
Sound Bites by the Instructor

	Poor, needs major attention	Adequate, need some attention	Good, meets expectations	Excellent exceeds expectations
Broad understanding of issue				
Recapitulation important points without reading				
Thoughtfulness of analyzing the issue				
Useful of handouts & materials				
Creativity of presentation				
Use of appropriate literature and other information				
Handouts to class				
Follow syllabus instructions				
Overall presentation skills				

Note: Some criteria will not be applicable to both assignments. See assignment outlines for specific assignment requirements.

**Criteria for Evaluating Group Project
Student Evaluation of Self and Peers**

Group Member Being Evaluated: _____

___ check here if self-evaluation

Check the category that best reflects your evaluation.

Category	Poor, needs some major work	Adequate, needs some attention	Good, meet expectations	Excellent, exceeded expectations
Readiness for group meetings				
Willingness to work as a team				
Offered a creative approach to project				
Offered leadership				
Thorough understanding of the content				
Contributed to other's learning				
Contributed to overall completion of project tasks				

Overall grade (maximum of 10 points) _____

Comments:

An average score (consisting of all peer evaluations) will be calculated and used as a factor in calculating the overall group project grade for student. This score will be weighted at 25% of the overall project grade.