

**LOMA LINDA UNIVERSITY**  
**DEPARTMENT OF SOCIAL WORK & SOCIAL ECOLOGY**  
**SOWK 683 Advanced Policy Practice**  
**Spring Quarter 2006-2007**

<b>Section:</b>	<b>Instructor:</b>	<b>Phone:</b>	<b>Units:</b>	<b>Lecture:</b>	<b>Room:</b>
1	Bev Buckles, DSW	909-558-8553 bbuckles@llu.edu Office: GH 102	3	Tuesday, 6:00-8:50 p.m.	GH 105

**TEXTBOOKS**

Jansson, B. S. (2003). Becoming an effective policy advocate: From policy practice to social justice, 4 ed. Pacific Grove, CA: Brooks/Cole. ISBN: 0-53452-770-1

Konradi, A., & Schmidt, M. (Eds.). (2003). Reading between the lines: Toward an understanding of current social problems. New York, NY: McGraw Hill.

Segal, E & Brzuzy, S. (1997). Social welfare policy, programs and practice. Belmont, CA: Wadsworth Pub.

**SUPPLEMENTAL READINGS FROM THE FOLLOWING BOOKS**

Aaron, H. J., Mann, T. E., & Taylor, T. (Eds.). (1994). Values and public policy. Washington DC: The Brookings Institution.

Flynn, J. (1992). Social agency policy: Analysis and presentation for community practice. Chicago, IL: Nelson Hall Publishers.

Lamal, P. A. (Ed.). (1997). Cultural contingencies: Behavior analytic perspectives on cultural practices. Westport, CT: Praeger Publishers.

Mattaini, M. A., & Thyer, B. A. (Eds.). (1996). Finding solutions to social problems: Behavioral strategies for change. Washington, DC: American Psychological Association.

Pillari, V., & Newsome, N. (1998). Human behavior in the social environment: Families, groups, organizations, and communities. Pacific Grove, CA: Brooks/Cole.

Rice, D. (1995). Encyclopedia of social work (19<sup>th</sup> ed.). Washington, DC: NASW Press.

Rivlin, A. (1992). Reviving the American dream: The economy, the states, & the federal government. Washington DC: The Brookings Institution.

**COURSE CONTEXT AND DESCRIPTION**

*SOWK 683 Advanced Policy Practice* is taken by both doctoral and masters students. As such, *Advanced Policy Practice (SOWK 683)* deepens students understanding of both the conceptual and analytical requirements of policy analysis through the integration of behavioral, political, economic, and sociometric frameworks for understanding human conditions and developing formal arguments to support sustained change.

**COURSE GOAL**

To deepen students' understanding of the conceptual, analytical, and pragmatic requirements of advanced policy practice.

## **COURSE OBJECTIVES**

- To develop students' understanding and appreciation of the concepts that under gird models of policy analysis and planned change and the application of these to health care and mental health policies and services;
- To enhance students' understanding of the impact of welfare, health, and mental policies on the promotion of social and economic justice and populations-at-risk, including racial and ethnic minorities, women, the elderly, the physically challenged, and those suffering from life threatening and chronic illnesses; and to conversely understand the impact these subgroups have on the development of appropriate policies;
- To enhance students' understanding and application of research methodologies, techniques, and statistics to examine and propose improvements in health and mental health care services, institutional and professional policies and practices;
- To deepen students' understanding of both the conceptual and analytical requirements of policy analysis through the integration of behavioral, political, economic, and sociometric frameworks for understanding human conditions; structuring and defining policy problems, establishing criteria for policy choices, mapping alternative strategies, and applying appropriate analytical and research methods to policy questions; and
- To enhance students' understanding and capacity for participating in and influencing the health and mental health care policy-making process as an aspect of their advanced practice responsibilities.

## **STUDENT EDUCATIONAL OUTCOMES**

- Students will demonstrate through written assignments, examination and class participation an understanding and appreciation of the concepts that undergird models of policy analysis and planned change and the application of these to health care and mental health policies and services;
- Students will demonstrate through written assignments, examination and class participation an understanding of the impact of health and mental policies on subgroups, such as minorities, women, the elderly, and populations affected by specific illnesses (e.g., AIDS, chronic mentally ill), and conversely the impact these subgroups have on the development of policy;
- Students will demonstrate through examination and class participation an understanding and application of research methodologies, techniques, and statistics to examine and propose improvements in health and mental health care services, institutional and professional policies and practices;
- Students will demonstrate through written assignments, examination and class participation an understanding of both the conceptual and analytical requirements of policy analysis through the integration of behavioral, political, economic, and sociometric frameworks for understanding human conditions; structuring and defining policy problems, establishing criteria for policy choices, mapping alternative strategies, and applying appropriate analytical and research methods to policy questions; and
- Students will demonstrate through written assignments, examination and class participation an understanding and capacity for participating in and influencing the health and mental health care policy-making process as an aspect of their advanced practice responsibilities.

## **COGNITIVE AND EFFECTIVE LEARNING EXPERIENCES**

Learning experiences and activities in this class combine lecture, discussion, and independent student research.

## **COURSE ASSIGNMENTS**

*Required Readings:* Course readings designated as required provide the major content for lectures, discussions, examinations and quizzes. *Required readings are located in either the course textbooks, the course supplement, or on-line as indicated.*

*Recommended Readings:* Recommended readings refer to the text and journal materials used to supplement course lectures, discussions, and student research. Students should use these materials to develop their body of knowledge regarding the course and the social work profession. *Recommended readings are available through the library in on-site journal holdings unless identified as reserved. Students are asked to contact the instructor if any of the readings are not accessible.*

*Attendance Policy:* Students are expected to attend all sessions of all classes. Failure to do so will negatively impact the student's grade and may place the student in jeopardy of course failure. This policy exists because the social work program is one of professional preparation. In addition to acquiring theoretical knowledge, students are expected to acquire professional values, to integrate knowledge from a range of courses, to develop professional skills and be socialized into the profession. The faculty of the Department of Social Work and Social Ecology are convinced that this cannot be accomplished through independent study alone. Thus, attendance is required unless legitimate and special reasons exist for absences or tardiness. Any such absences or tardiness should be discussed directly with the course instructor.

Classes begin on the hour unless otherwise arranged. Students are required to be in the classroom and seated by that time. Instructors have the right to refuse entry or reentry to any students who are tardy or who take frequent and/or extended breaks from class. Early departures from classes are also not acceptable. Tardiness, frequent and/or extended breaks, and early departures are all recorded as absences. All absences are factored into the course grade and may be substantial enough to effect the final course grade; including assignment of an unsatisfactory or failing grade. Absences due to personal emergencies, jury duty, or work responsibilities will be excused only if appropriate documentation is provided. Students should give special attention to arranging for child care and making voluntary personal appointments at times that do not conflict with their responsibilities regarding class attendance.

Faculty members may choose to incorporate a + or - 1% tolerance range in the grading system. This option will be used to reflect attendance (missed classes, late arrivals and early departures) and passive participation.

*Test Taking Policy:* It is the policy of the department that all students are expected to take examinations at the scheduled time. The only acceptable excuse/s for not taking an examination on time is major illness (documented by the student health service or student's physician) or serious personal emergency. The consequences of missing an examination under these circumstances are determined by the Academic Standards Committee. If a student arrives late for an examination, s/he may be denied admission to the examination site. If a student arrives late for an examination and is allowed to take the examination, s/he will not be given extra time but is required to finish the examination at the pre-scheduled completion time.

*Blackboard:* Some lectures and other supplemental materials may be posted on Blackboard and not presented in class as class time permits. When Blackboard is used to supplement class time, a set of questions will appear with the lecture. Students are to respond to the questions as a demonstration of class participation.

### *Performance Criteria*

1. Submission of acceptable (i.e., organized, grammatically correct, and edited) written assignments as identified below.
2. Satisfactory demonstration, through preparation and thoughtful participation in class discussions, evidence that the student has knowledge of conceptual and analytical skills.

*Policy Analysis Paper:* A 10-12 page paper addressing a current policy problem or issue that he/she feels is of

great importance for the United States or for the student’s country of origin. The instructor will provide students with an outline detailing the assignment. **Due May 19.**

*Policy Brief:* Each student will develop a policy brief from the policy analysis paper (2-3 pages in length). Each policy brief will be presented in class during the last two class periods of the quarter. Presentations should be approximately 10 minutes in length. An additional 15-20 minutes will be made available for discussion of each policy brief by class members. The instructor will provide students with an outline detailing the assignment. **Due June 6.**

*Concepts Quiz:* A concepts quiz is scheduled for **May 2** covering the foundational policy concepts presented in the course.

**GRADING:** *The course requirements add up to 100%. The breakdown is as follows:*

Concepts Quiz	30%
Policy Analysis Paper	40%
<u>Policy Brief/Presentation</u>	<u>30%</u>
<b>TOTALS</b>	<b>100%</b>

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	<60
4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.0 Assigned value for calculation of grade point averages.	

## ACADEMIC POLICIES AND STANDARDS FOR PERFORMANCE

All students receive copies of the MSW Program Student Handbook and the Loma Linda University Student Handbook upon admission to the University and program. Students are held responsible for becoming familiar with the policies contained in these documents. Specifically, students need to know and understand the academic policies that guide their classroom and practicum experiences. These include but are not limited to policies for assignment standards, late assignments, attendance, identification of codes for course assignments, and academic dishonesty. Students should address any questions they may have regarding these policies to the Department’s Academic Standards Committee.

## AMERICANS WITH DISABILITIES ACT (ADA) POLICY

If you are an individual with a certifiable disability and need to make a request for reasonable accommodation to fully participate in this class, please visit the Dean’s Office of your school. To view the Disability Accommodation Policy please go to: <http://www.llu.edu/llu/handbook/6e.htm>

## ACADEMIC INTEGRITY POLICY

[Sample; pending approval of a university-wide policy] Acts of dishonesty including theft, plagiarism, giving or obtaining information in examinations or other academic exercises, or knowingly giving false information are unacceptable. Substantiated violations are to be brought before the dean for disciplinary action. Such action may include, but is not limited to, academic probation or dismissal from the program. To view the Standards of Academic Conduct Policy please visit: <http://www.llu.edu/llu/handbook/6r.htm>

**Loma Linda University**  
**All Undergraduate & Graduate Programs**  
**Requirements for the Appropriate Use of PHI**  
**Addendum to Syllabus, Prospectus Guidelines or other Program Material**

Applicability: All Students (LLU Students in all schools/programs & Non-LLU Students)

Purpose: To provide guidance and establish clear expectations for students regarding the appropriate access to and use of protected health information (PHI) during course studies and related program activities.

Scope: PHI or Protected Health Information. Under the Health Insurance Portability and Accountability Act (HIPAA), patient health information is protected. Patient health information is considered protected if any of the identifiers listed under “List of Patient Identifiers” below is attached to health data.

### *Requirements & Expectations*

PHI may be accessed and used under the direction of the instructor for learning and education within the student’s formal field of study. In a course where PHI is needed to enhance and promote learning, students are allowed to access or use PHI in a manner consistent with expectations of the course and within the limits of information that would otherwise be accessed or used in the role of a licensed professional within the student’s formal field of study.

While in the possession of PHI belonging to LLU or its affiliates, students must assume legal responsibility and provide necessary security means to ensure data integrity and patient confidentiality. PHI stored on electronic portable devices e.g., laptops, PDA’s must be password protected and encrypted. PHI must be encrypted when transferred via the Internet.

If PHI is not required to meet course objectives, accessing PHI via any means (including but not limited to access to hardcopy patient charts, computers, downloading of data to electronic devices (portable or otherwise) via USB ports, flash drives, and transferring data to LLU or non-LLU email accounts e.g., Yahoo, AOL, or other means), is strictly prohibited.

Students must adhere to all outlined guidance for the proper access to and use of PHI. Non-adherence to the requirements or established expectations regarding the access to, use or disclosure of PHI is subject to disciplinary action.

#### 1. Access to PHI

Access to PHI must be within approved methods/channels (e.g., Health Information Management (HIM) Department) established by the hospital or entity holding the PHI. Students granted system access are only allowed access to PHI when necessary to fulfill required course objectives (e.g., rotations, patient care and treatment). Students must not use system access for any other purpose.

#### 2. Minimum Necessary

Minimum necessary applies to any access to PHI. Minimum necessary means that students must only obtain the information necessary to complete the required course objective. The required course objective will be defined class by class by instructors and listed in the class syllabus.

#### 3. De-Identification

Any PHI that is obtained to meet a required course objective must not leave the hospital or the entity holding the PHI. Only de-identified data can be removed from the facility. Students must obtain permission from the hospital or entity holding the data to access PHI for de-identification purposes. See the “List of Patient

Identifiers” section below for the fields that must be removed in order to de-identify data. Copies of PHI can only be made with written approval by the entity holding the data. The written approval must include acknowledgement by the authorizing individual of the specific purpose of use of copies. Copies of PHI must be de-identified prior to leaving the hospital or entity.

#### 4. Case Studies involving Patients

If a unique case is described that may identify an individual to the general public simply by describing the disease or the unique treatment received, authorization from the patient is required prior to disclosing the information as part of a published article, meeting abstract, or any other form of public presentation.

IRB-approved recruitment practices should be followed in order to contact a patient or patients to acquire their authorization for disclosure of information for a case report. For example, if the case is being researched or presented by someone other than the treating physician, then the initial contact should be made by, or at least in collaboration with, the clinical department that treated the patient and with whom the patient is familiar. For further guidance on recruitment practices, see section VIII of the LLU Researcher's Guide to HIPAA, which can be found at <http://research.llu.edu>.

#### 5. Research

Research protocol/studies must be reviewed/approved through the Institutional Review Board (IRB). Visit the Office of Sponsored Research (OSR's) website (<http://research.llu.edu>) for special requirements associated with conducting research.

#### 6. Other Publications

Students must not use PHI in any publication without a valid written authorization and approval from the following: Dean of School, Legal Counsel and Compliance.

#### 7. Photographs

Photographs must not be taken of patients or any proprietary information (e.g., equipment, facilities) without obtaining appropriate consents and/or authorizations. If photographs are required for coursework, students must obtain documentation from the instructor that photographs are needed and must follow entity specific policy for taking photographs. For patient photographs, written authorization to use or disclose the photograph must be obtained from the patient in addition to obtaining written consent to take the patient's photograph. All consent/authorization forms used must be approved forms currently in use by the hospital or facility in which the photograph is taken. Note: The term "photograph" means any motion picture or still photography in any format, as well as video/digital tape, disc, or any other mechanical or electronic means of recording and reproducing images, including cell phones.

#### 8. Disclosure

PHI accessed/learned/obtained from LLU or its affiliated entities must not be shared in any way with family members, friends, fellow students, other trainees or any other individual. Family/friends that come to visit may not visit in areas where PHI is easily accessible. Note: For patient care and training purposes, PHI can be shared with those that have a need to know in order to meet patient care and training objectives.

#### 9. Disposal and Destruction of PHI

Immediately upon completion of its intended use, PHI that will not be placed in the patient medical record must be shredded. Destruction of PHI on media such as, but not limited to, CD or diskette must be handled in accordance with entity specific policy to ensure proper destruction.

#### 10. Incident Reporting

Students must report incidents of potential privacy or security breaches immediately to their instructor or Program Director. Potential privacy or security breaches include but are not limited to events or incidents that may result in compromised patient data, loss/theft of patient chart(s) or electronic devices which store patient data, and possible harm to a patient due to use/disclosure of PHI in a manner contrary to stated guidance for the proper access to and use of PHI.

### List of Patient Identifiers to be Removed for De-Identification

To de-identify data, the following fields for the patient and of the patient's family or employer must be removed:

<i>List of Patient Identifiers</i>	
Names	Health plan beneficiary numbers
Addresses (geographic subdivisions smaller than a state)	Account numbers
Zip codes	Certificate/License Numbers
All elements of dates (except year) (e.g. birth/death; admission/discharge)	Vehicle identifiers/Serial numbers (e.g., driver's license numbers)
All ages over 89 and all elements of dates (including year)	Device identifiers
Telephone Numbers	Web Universal Resource Locators (URLs)
Fax Numbers	Internet Protocol (IP) address numbers
Email addresses	Biometric identifiers, including voice and finger prints
Social security numbers	Full face photographic images and any comparable images
Medical record numbers	Any other unique identifying number, characteristic, or code (e.g., birthmarks, tattoos, identifying anomalies)

**SOWK 683 Advanced Policy Practice  
COURSE SCHEDULE**

**LECTURE ONE-March 27, 2007**

LECTURE TOPICS:

- I. Introduction to Advanced Policy Practice: Description and Discussion of Course Expectations
- II. Recap of Policy Purposes (Public policy versus social policy) and Traditions
- III. Underlying Values and Preferences Which Influence Policy Traditions and Changes

READINGS/ASSIGNMENTS (*REQUIRED*):

Konradi, A., & Schmidt, M. (Eds.). (2001). Reading between the lines: Toward an understanding of current social problems. Mountain View, CA: Mayfield Publishing Company.  
Chapter 1 Mills, C. W., The sociological imagination, pp. 18-23.

READINGS/ASSIGNMENTS (*RECOMMENDED*):

Gilbert, N. (1994). Miscounting social ills. Society, 31 (3), 18-26.

**LECTURE TWO-April 3, 2007**

LECTURE TOPICS:

- I. Social Policies, Attitudes, and Economics
  - A. Contradictions of Capitalism
  - B. American system of social welfare
- II. Realities and theories
  - A. Social dominance theories
  - B. Political and economic explanations
  - C. Behavioral theories that define human realities
  - D. Integrating frameworks in advanced policy practice

READINGS/ASSIGNMENTS (*REQUIRED*):

Segal E., Brzuzy, S. (1998). Social welfare policy, programs and practice. Itasca, IL: Peacock Publishing.

Chapter 3 Theories and concepts in social welfare policy, pp. 41-57.  
Chapter 10 Economics and social welfare policy, pp. 185-204.

Thyer, B. A. (1996). Behavior analysis and social welfare policy. In M. A. Mattaini & B. A. Thyer (Eds.), Finding solutions to social problems: Behavioral strategies for change (pp. 41-60). Washington, DC: American Psychiatric Press.

Gordon, R. A. (1999). Multigenerational coresidence and welfare policy. Journal of Community Psychology, 27 (5), 525-549.

*Available online through: <http://webblines.llu.edu> - (Academic Search Elite, EBSCO)*

Pratto, F., Stallworth, L. M., & Conway, L. S. (1998). Social dominance orientation and the ideological legitimization of social policy. Journal of Applied Social Psychology, 28 (20), 1853-1875. *Available online through: <http://webblinellu.edu> - (Academic Search Elite, EBSCO)*

Wilson, J. Q. (1994). Culture, incentives, and the underclass. In H. J. Aaron, T. E. Mann, & T. Taylor (Eds.), Values and public policy (pp. 54-80). Washington, DC: The Brookings Institution.

READINGS/ASSIGNMENTS (*RECOMMENDED*):

Mansbridge, J. (1994). How changes in the economy are reshaping American values. In H. J. Aaron, T. E. Mann, & T. Taylor (Eds.), Values and public policy (pp. 146-172). Washington, DC: The Brookings Institution.

Pillari, V., & Newsome, N. (1998). The nature of organizations. Human behavior in the social environment (pp.141-144). Pacific Grove, CA: Brooks/Cole.

Rivlin, A. (1992). Long-term goals for the economy. In Reviving the American dream: The economy, the states, & the federal government (pp. 32-41). Washington DC: The Brookings Institution.

Rivlin, A. (1992). The evolution of American federalism. In Reviving the American dream: The economy, the states, & the federal government (pp. 82-109). Washington DC: The Brookings Institution.

Rivlin, A. (1992). Rethinking federalism. In Reviving the American dream: The economy, the states, & the federal government (pp. 110-125). Washington DC: The Brookings Institution.

Rivlin, A. (1992). Federalism faces new challenges. In Reviving the American dream: The economy, the states, & the federal government (pp. 177-182). Washington DC: The Brookings Institution.

Yankelovich, D. (1994). How changes in the economy are reshaping American values. In H. J. Aaron, T. E. Mann, & T. Taylor (Eds.), Values and public policy (pp. 16-53). Washington, DC: The Brookings Institution.

**LECTURE THREE-April 10, 2007**

LECTURE TOPICS:

I. Defining Need

- A. Definition of a Social Problem
- B. Unresolved issues

II. Methods and Practices for Promoting Equity and Resolving Policy Choices

- A. Competing political and social forces
- B. Attempts to Date

READINGS/ASSIGNMENTS (*REQUIRED*):

Konradi, A., & M. Schmidt (Eds.) (2001). Reading between the lines: Toward an understanding of current social problems (pp. 23-34). Mountain View, CA: Mayfield Publishing Company.

Chapter 2 Collins, P. H., Toward a new vision, pp. 23-24.

Chapter 10 Wilson, W. J., Ghetto-related behavior and the structure of opportunity, pp. 108-115.

Chapter 14 Li, J., Exploring Asian Americans, pp. 154-163.

- Chapter 17 Wellman, D., & Pinderhughes, H., Portraits of white racism, pp. 198-214.  
Chapter 30 Rubin, L. B., Families on the fault line, pp. 355-363.

Wilkinson, D. (2000). Rethinking the concept of "minority": A task for social scientists and practitioners. Journal of Sociology and Social Welfare, 27 (1), 115-132  
*Available online through: <http://webblinellu.edu> - (Academic Search Elite, EBSCO)*

READINGS/ASSIGNMENTS (*RECOMMENDED*):

Gilbert, N. (1994). Gender equality and social security. Society, 31 (4), 27-33.

Glazer, N. (1994). Multiculturalism and public policy. In H. J. Aaron, T. E. Mann, & T. Taylor (Eds.), Values and public policy (pp. 113-145). Washington, DC: The Brookings Institution.

Popenoe, D. (1994). The family condition of America: Cultural change and public policy. In H. J. Aaron, T. E. Mann, & T. Taylor (Eds.), Values and public policy (pp. 81-112). Washington, DC: The Brookings Institution.

Richan, W. (1987). The investment in children. In Beyond altruism: Social welfare policy in American society (pp. 157-170). NY: The Haworth Press.

**LECTURE FOUR-April 17, 2007**

LECTURE TOPICS:

- I. Government's Influence on Social Policy
  - A. Rationale for Making Policy Choices
  - B. Establishing Criteria for Choices
  
- II. Government's Methods for Transferring Funds
  - A. Impact on public and private agencies
  - C. Fund raising to develop and maintain programs
  - D. Public spending
  - E. Public Trust

READINGS/ASSIGNMENTS (*REQUIRED*):

Segal E., Brzuzy, S. (1998). Social welfare policy, programs and practice. Itasca, IL: Peacock Publishing.

Chapter 11 Social welfare policy and governmental policy-making, pp 209-227.

Dobelstein, A. (1995). Federal legislation and administrative rule making. In Encyclopedia of social work (19<sup>th</sup> ed.) (pp. 996-1004). Washington, DC: NASW Press.

**LECTURE FIVE- April 24, 2007**

LECTURE TOPICS:

- I. Understanding the Core Components of Traditional Policy Analysis Models
  - A. Common Elements of All Models
  - B. Models for Policy Generation
  - C. Models for Policy Implementation

II. Ethical Model of Analysis

III. Review for Concepts Quiz

READINGS/ASSIGNMENTS (*REQUIRED*):

Segal E., Brzuzy, S. (1998). Social welfare policy, programs and practice. Itasca, IL: Peacock Publishing.

Chapter 4 Social welfare policy analysis, pp. 59-74.

Skinner, B. F. (1996). The ethics of helping people. In M. A. Mattaini & B. A. Thyer (Eds.), Finding solutions to social problems: Behavioral strategies for change (pp. 61-74). Washington, DC: American Psychiatric Press.

Flynn, J. (1992). Approaches to policy analysis. In Social agency policy: Analysis and presentation for community practice (pp. 17-32). Chicago, IL: Nelson Hall Publishers.

Flynn, J. (1992). Frameworks and models for policy analysis. In Social agency policy: Analysis and presentation for community practice (pp. 33-54). Chicago, IL: Nelson Hall Publishers.

**LECTURES SIX & SEVEN-May 1 & 8, 2007**

LECTURE TOPICS:

**I. Concepts Quiz (May 1)**

II. Applying Policy Analysis Models

- A. Older Adults
- B. Housing
- C. Health Care
- D. Child Welfare

READINGS/ASSIGNMENTS (*REQUIRED*):

Segal E., & Brzuzy, S. (1998). *Social welfare policy, programs and practice*. Itasca, IL: Peacock Publishing.

Chapter 8 Aging and social welfare policy, pp. 147-157.

Torres, G., Fernando, M., & Kuo, T. (1998). Social policy and the politics of Hispanic aging. Journal of Gerontological Social Work, 30 (1-2), 143-158.

*Available online through: <http://webbline.illu.edu> - (Academic Search Elite, EBSCO)*

Collins, T. (2005). Health policy analysis: A simple tool for policy makers. Public Health, 119 (3), 192-196.

*Available online through Del Webb Library catalog (Access electronic version via ScienceDirect)*

Cohen, B.J. (2005). Reforming the child welfare system: Competing paradigms of change. Children and Youth Services Review, 27 (6) 653-666.

*Available online through Del Webb Library catalog (Access electronic version via ScienceDirect)*

## LECTURE EIGHT-May 15, 2007

### LECTURE TOPICS:

- I. Policy Advocacy and Populations-at-Risk for Dependency:
  - A. Understanding Socio-metric Characteristics
  - B. Toward a Reformulation of Social and Economic Justice
  - C. Ways to implement policy decisions, impact social change, and work towards social justice
  
- II. Understanding the Politics of Policy Advocacy
  - A. Initiating policy changes from practice setting
  - B. Recognizing opportunities and obligations
    1. Obligations to humanity
    2. Obligations to specific populations
  
- II. Developing Policy Briefs

### READINGS/ASSIGNMENTS (*REQUIRED*):

Jansson, B. S. (1999). Becoming an effective policy advocate. Pacific Grove, CA: Brooks/Cole.  
Chapter 5 Building agendas, pp. 124-145.  
Chapter 8 Writing policy proposals, pp.209-229.

Segal E., & Brzuzy, S. (1998). Social welfare policy, programs and practice. Itasca, IL: Peacock Publishing.  
Chapter 13 Policy practice: Influencing the course of social welfare policy, pp. 245-261.

Applegate, B.K.; Cullen, F.T. & Fisher, B.S. (2002). Public views toward crime and correctional policies: Is there a gender gap? Journal of Criminal Justice, 30 ( 2), 89-100.  
*Available online through Del Webb Library catalog (Access electronic version via ScienceDirect)*

Burman, E. & Chantler, K. (2005). Domestic violence and minoritisation: Legal and policy barriers facing minoritized women leaving violent relationships. International Journal of Law and Psychiatry, 28, (1) 59-74.  
*Available online through Del Webb Library catalog (Access electronic version via ScienceDirect)*

Patterson, C. (2004) What Difference Does a Civil Union Make? Changing Public Policies and the Experiences of Same-Sex Couples: Comment on Solomon, Rothblum, and Balsam. Journal of Family Psychology, 18 (2) 287-289  
*Available online through: <http://webblib.illu.edu> - (Academic Search Elite, EBSCO)*

### READINGS/ASSIGNMENTS (*RECOMMENDED*):

Jansson, B. S. (1999). Becoming an effective policy advocate. Pacific Grove, CA: Brooks/Cole.  
Chapter 12 Developing political strategy, pp. 309-327.  
Chapter 15 Assessing policy implementation, pp. 389-404.

## LECTURE NINE-May 22, 2007

### LECTURE TOPICS:

- I. Policy Research
  - A. Preparing for Policy Research
    1. Information needs
    2. Information choices
  - B. Methodology of Policy Research
    1. Emphasis on Process
    2. Emphasis on Purpose
    3. Developing Paradigms for integrating behavioral, political, economic, and sociometric frameworks
  - C. Ethical Implications for Policy Research
- II. Toward a Reformulation of Social and Economic Justice: Implementation and Transfer of Policy
  - A. Theoretical frameworks that support policy transfer
    1. Analyzing implementation environments
    2. Diffusion of Innovation
    3. Planned Change
  - C. Ways to implement policy decisions, impact social change, and work towards social justice

### READINGS/ASSIGNMENTS (*REQUIRED*):

Birn, A.E. & Solórzano, A. (1999). Public health policy paradoxes: science and politics in the Rockefeller Foundation's hookworm campaign in Mexico in the 1920s. *Social Science & Medicine*, 49 (9) 1197-1213.

*Available online through Del Webb Library catalog (Access electronic version via ScienceDirect)*

Goldman, H. H. (1998). Deinstitutionalization and community care: Social welfare policy as mental health policy. *Harvard Review of Psychiatry*, 6 (4), 219-222.

Nackerud, L., Waller, R. J., Waller, K., & Thyer, B. A. (1997). Behavior analysis and social welfare policy: The example of Aid to Families with Dependent Children (AFDC). In P. A. Lamal, (Ed.). *Cultural contingencies: Behavior analytic perspectives on cultural practices*, (pp. 169-184). Westport, CT: Praeger Publishers.

Carmon, N. (1999). Three generations of urban renewal policies: Analysis and policy implications. *Geoforum*, 30 (2), 145-158.

*Available online through Del Webb Library catalog (Access electronic version via ScienceDirect)*

### READINGS/ASSIGNMENTS (*RECOMMENDED*):

Cullen, F. T., Gendreau, P., Jarjoura, G. R., & Wright, J. P. (1997). Crime and the bell curve: Lessons from intelligent criminology. *Crime and Delinquency*, 43 (4), 387-411.

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Queralt, M., & Witte, A. D. (1999). Childcare regulations: A method to pursue social welfare goals? *Children and Youth Services Review*, 21 (2) 111-146.

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Sansone, F. A. (1998). Social support's contribution to reduced welfare dependency: Program outcomes of long term welfare recipients. Journal of Sociology and Social Welfare, 25 (4), 105-126.  
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**LECTURE TEN-May 29, 2007**

LECTURE TOPICS:

- I. Preparation for Class Presentations
- II. Discussion

**LECTURE ELEVEN-June 5, 2007**

LECTURE TOPICS:

- I. Course Evaluations
- II. Class Presentations
- III. Discussion

**SOWK 683 Advanced Policy Practice**  
**REFERENCE LIST AND SUGGESTED READINGS**

- Bickford, A., & Massey, D. S. (1977). Segregation in the second ghetto: Racial and ethnic segregation in American public housing. *Social forces*, 69 (4), 1011.
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