



Florida International University
Robert Stempel College of Public Health and Social Work
School of Social Work

COURSE SYLLABUS
SOW 3233 (RVC), Social Welfare Policy and Service II
Spring, 2014

GENERAL INFORMATION

PROFESSOR INFORMATION

Instructor:	Dr. Nicole Ruggiano	Phone:	(305) 348-1058
Office:	GL, Room 484 (MMC)	Fax:	(305) 348-5312
Office Hours:	Mondays, 1pm-2pm; Thursdays, 3:30pm-7:30pm; By Appointment	E-mail:	Please use Blackboard course messages
Website:	http://rscphsw.fiu.edu/social_work/faculty_ruggiano.html		

Course Catalog Description

This course examines the frameworks and methods used to analyze social welfare policy and programs. Special attention is paid to current policy issues in the Social Welfare system and strategies that can be used to achieve policy change.

Course Description

This course analyzes major social welfare policies and programs in the United States and internationally, their emergence, development, contemporary operations, and how they shaped the development of the Social Work profession. This is a global learning course that counts towards your global learning graduation requirement.

1. A macro-perspective is offered of
 1. the curious interplay among economics, politics, and personalities;
 2. how these elements were fashioned during different historical periods;
 3. how these elements shaped the development of the Social Work profession;
 4. how the future directions of social welfare policies will affect the goals of economic and social justice.
2. On the micro-level, cost benefit analyses of financial resources-allocations, decision-making interchanges, and the service delivery systems are utilized.

COURSE OBJECTIVES (* Indicates Global Learning Objective or Outcome)

Learning Objectives

At the conclusion of this course, students are expected:

1. To gain both awareness and broad-based context on how social welfare policy is formulated, the legislative process it undergoes, the give-and-take of lobbies, pressure groups, media-arousing interests it generates, and the evaluation techniques that are employed to judge its effectiveness. **PB 14, PB 22, PB 25**
2. To develop an understanding of the political and economic environment in which social policies emerge. This includes an appreciation of a society that has been historically polarized by racial, ethnic, class, gender, sexual orientation, religion, age and regional differences that continue until today, and the social transformations that have taken place to ameliorate these divisions, the role of values, beliefs, traditions and ideologies in policy making and the countervailing parties that disagree with the dominant and prevailing policies; the inconsistencies and unresolved contradictions among customs, ingrained habits, dogmas, principles, and creeds and how these nevertheless survive in both cooperative and antagonistic relations. **PB 12, PB 14, PB 18, PB 27**
3. To understand the role of social work advocacy in facilitating individual and group empowerment within the larger political, economic, and cultural environment. **PB1, PB 3, PB 4, PB 7, PB 8, PB 13, PB 14, PB 19, PB 20, PB 24, PB 25, PB 28, PB 29**
4. To effectively collaborate with colleagues and clients to advocate for policies that promote human rights and economic justice. **PB 20, PB 25, PB 26, PB 35**
5. To develop an understanding of global citizenship by becoming familiarized with multi-cultural perspectives of social policy, developing an awareness of social justice issues around the world, and becoming engaged with policy-based solutions at the local, national, international, and global levels. This includes an appreciation of the interconnectedness of social problems and policies across international borders.* **PB 7, PB 14**

Learning Outcomes

1. To learn to critique the developmental phases of policy analysis, resource allocations, multiple stakeholder analysis, and contingency forecasting.* **PB 25**
2. To learn conceptual skills to evaluate critically the impact of public policies and their short-, intermediate-, and long-term consequences. These involve an awareness of risk-analysis, stakeholder perspective, cost assessment and funding-estimates and other factors. **PB 12, PB 24, PB 25**
3. To apply social work advocacy skills that facilitate individual and group empowerment within the larger political, economic, and cultural environment. **PB1, PB3, PB 4, PB 25, PB 28**
4. To define the role of advocacy in the context of infinite social demands and finite resources as well as the role that policy advocacy will play in their future social work practice.* **PB1, PB 3, PB 7, PB 8, PB 20, PB 25, PB 26, PB 27**
5. Students will be able to identify, describe and compare the social conditions and major social policies existing within the United States and internationally.* **PB 14, PB 18, PB 19**

CSWE Accreditation Statement:

The School of Social Work is accredited by the Council on Social Work Education (CSWE). In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE'S Education Policies and Accreditation Standards (EPAS). Required courses within our curriculum are part of this assessment process. Below is a list of the Educational Polices (EP) and Practice Behaviors (PB) that are assessed within this specific course. The complete EPAS can be found in your student handbook.

EPAS Item	Practice Behavior	Course Objective	Learning Outcome	Assignment/ Examination
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EPAS Item	Practice Behavior	Course Objective	Learning Outcome	Assignment/ Examination
EP 2.1.1 Identify as a professional social worker and conduct oneself accordingly	PB 1 Advocate for client access to the services of social work	3	3, 4	
	PB 2 Practice personal reflection and self-correction to assure continual professional development			
	PB 3 Attend to professional roles and boundaries	3	3, 4	Policy Research Report
	PB 4 Demonstrate professional demeanor in behavior, appearance, and communication	4	3	Policy Research Report
	PB 5 Engage in career-long learning			
	PB 6 Use supervision and consultation			
EP 2.1.2 Apply social work ethical principles to guide professional practice	PB 7 Recognize and manage personal values in a way that allows professional values to guide practice	3	4	
	PB 8 Make ethical decisions by applying standards of the NASW Code of Ethics	3	4	
	PB 9 Tolerate ambiguity in resolving ethical conflicts	5		Policy Research Report
	PB 10 Apply strategies of ethical reasoning to arrive at principled decisions	3	4	Policy Research Report
EP 2.1.3 Apply critical thinking to inform and communicate professional judgments	PB 11 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom			Policy Research Report
	PB 12 Analyze models of assessment, prevention, intervention, and evaluation	1	2	Policy Research Report
	PB 13 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues	4	2	Policy Research Report
EP 2.1.4 Engage diversity and difference in practice	PB 14 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	3	3	Policy Research Report
	PB 15 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups			

EPAS Item	Practice Behavior	Course Objective	Learning Outcome	Assignment/ Examination
	PB 16 Recognize and communicate their understanding of the importance of difference in shaping life experiences			
	PB 17 View themselves as learners and engage those with whom they work as informants			
EP 2.1.5 Advance human rights and social and economic justice	PB 18 Understand the forms and mechanisms of oppression and discrimination	2	5	
	PB 19 Advocate for human rights and social and economic justice	3	5	Policy Research Report
	PB 20 Engage in practices that advance social and economic justice	3,4	3	Policy Research Report
EP 2.1.6 Engage in research-informed practice and practice-informed research	PB 21 Use practice experience to inform scientific inquiry			
	PB 22 Use research evidence to inform practice	1	1	
	PB 23 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation			
	PB 24 Critique and apply knowledge to understand person and environment	3	2,	Policy Research Report
EP 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services	PB 25 Analyze, formulate, and advocate for policies that advance social well-being	1,3,4	1,2,3	Policy Research Report
	PB 26 Collaborate with colleagues and clients for effective policy action	4	3	
EP 2.1.9 Respond to contexts that shape practice	PB 27 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	2	3	Policy Research Report
	PB 28 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	3	3	
EP 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities				

EPAS Item	Practice Behavior	Course Objective	Learning Outcome	Assignment/ Examination
Engagement	PB 29 Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities	3		Policy Research Report
	PB 30 Use empathy and other interpersonal skills			
	PB 31 Develop a mutually agreed-on focus of work and desired outcomes			
Assessment	PB 32 Collect, organize, and interpret client data			
	PB 33 Assess client strengths and limitations			
	PB 34 Develop mutually agreed-on intervention goals and objectives			
	PB 35 Select appropriate intervention strategies	4		Policy Research Report
Intervention	PB 36 Initiate actions to achieve organizational goals			
	PB 37 Implement prevention interventions that enhance client capacities			
	PB 38 Help clients resolve problems			
	PB 39 Negotiate, mediate, and advocate for clients			
	PB 40 Facilitate transitions and endings			
Evaluation	PB 41 Critically analyze, monitor, and evaluate interventions			Policy Research Report

TEACHING METHODOLOGY AND COURSE ORIENTATION

My approach to both in-class and online teaching emphasizes a combination of traditional teaching and active learning techniques. My courses are designed to go beyond the learning of basic concepts and facilitate critical thinking of course material. In addition to course readings, lectures, and writing assignments, we may explore topics of social welfare policy using interactive and/or application activities, such as small group discussions, creative writing, debating, problem solving, case analysis, and concept mapping.

The online version of SOW 3233 is designed to give students a similar experience to what they would have in an in-person section of the course:

- In place of a weekly course meeting, students will watch a series of online Adobe Connect lectures (totaling 60-75 minutes), and engage in online policy blogs in small groups.
- “Homework” for the course includes weekly readings (about one chapter per week), a weekly online quiz on the reading (open book, unlimited amount of time), a final policy research report, and a policy journal (which is designed to prepare you for the research report).

Essentially, each week the student should spend the same amount of time a student would normally spend in a weekly lecture and homework/assignments for an in-person class.

ASSURANCE OF LEARNING

IMPORTANT INFORMATION

POLICIES

Please review the policies page as it contains essential information regarding guidelines relevant to all courses at FIU and additional information on the standards for acceptable netiquette important for online courses.

TECHNICAL REQUIREMENTS/SKILLS

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "[What's Required](#)" page to find out more information on this subject.

This course utilizes the following tools:

- 1. Blackboard Learn**
- 2. Adobe Connect**
- 3. The Internet**
- 4. The FIU Library Websites and Databases**

For detailed information about the technical requirements, please [click here](#).

ACCESSIBILITY AND ACCOMODATION

Dr. Ruggiano commits to making herself available to students both online and in-person. If you find that you have questions about the course or would benefit from additional instruction, there are a number of ways that you can communicate with her: through Blackboard messaging, through her regular live Adobe Connect sessions, and meeting in-person during her office hours or by appointment. Even though this is an online course, do not hesitate to arrange an in-person meeting if you feel that this will help with your learning of the course material.

If you need special accommodations for disability or religious reasons, please feel free to talk with Dr. Ruggiano as early in the semester as possible. If you have a disability and need accommodation, you may seek additional assistance through our [Disability Resource Center](#).

In terms of technologies, if you would like detailed information about the specific limitations with the technologies used in this course, please [click here](#). For more information about Blackboard's

Accessibility Commitment, [click here](#).

COURSE PREREQUISITES

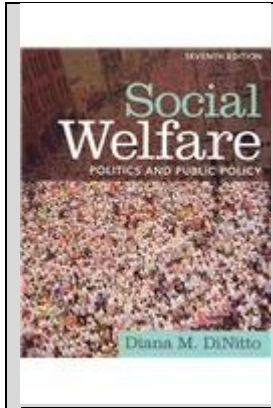
This course has a prerequisite(s).

Pre-requisites: SOW3232, SOW3203, POS2042, and Economics

Co-requisites: None

For more information please [click here](#).

TEXTBOOK



Social Welfare: Politics and Public Policy (7)

Author: Diana M. DiNitto

Publisher: Pearson (2010)

ISBN: 0-205-16419-6

[Click here](#) to buy your textbook online at the FIU Bookstore.

EXPECTATIONS OF THIS COURSE

This is an online course, meaning that most of the course work will be conducted online. Expectations for performance in an online course are the same as for a traditional course; in fact, online courses require a degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some students.

Throughout the semester you are expected to:

- Review the how to get started information located in the course content.
- Introduce yourself to the class during the first week by posting a self-introduction in the appropriate discussion forum.
- Take the practice quiz to ensure that your computer is compatible with Blackboard.
- Interact online with Dr. Ruggiano and peers
- Review and follow the course calendar.
- Log in to the course three times per week.
- Respond to discussion boards, blogs and journal postings within 3 days.
- Respond to messages within 3 days.
- Submit assignments by the corresponding deadline.
- You are expected to complete the required readings and assignments each week.
- Even though this course is in an online format, you are expected to interact with Dr. Ruggiano and other students in a way that reflects the Student Code of Conduct in the FIU Student Handbook for the University's expectation of students' behavior and the NASW Code of Ethics.
- You should notify the Dr. Ruggiano if you have special circumstances due to disability or religious beliefs that may create possible conflicts with the course.

Policies and expectations that are specific to your assignments:

- Late Assignments: An assignment is late if it is not submitted by 11:59pm on the due date. Late papers submitted between 12:00 am and 12:00pm (noon) on the day after the assignment was due, 10% of the total possible points will be deducted (i.e. 5 pts on an assignment worth 50 pts). No papers will be accepted after 12:00 noon the day after the assignment is due. Only in extreme and documented cases will this policy be waived at the discretion of the Dr. Ruggiano.
- Assignments are to be grammatically correct, free from typographical errors, and consist of language that is appropriate for a college-level assignment (no slang, cursing, etc.).
- Assignments are a reflection of you as a student. They should be the highest quality that you are able to exert. Your superiors in the workplace will not tolerate sub-standard work, so you should not expect that it will be acceptable here.
- Assignments should reflect original ideas and concepts. An assignment that consists mostly of cut and pasted material from other authors is not a reflection of your own ability.
- Cheating and/or plagiarism will not be tolerated. Students found to have cheated and/or plagiarize will receive an F for the assignment and/or course. This includes, but is not limited to:
 - Submitting an assignment completed (partially or entirely) by someone other than you.
 - Completing an assignment for someone else to submit.
 - Using someone else's ideas and/or arguments without giving him or her adequate credit.
- For help with the above guidelines, you are required to review the Guide to Writing Papers in Dr. Ruggiano's Class PowerPoint that is available via Blackboard Learn.

Throughout the semester Dr. Ruggiano is expected to:

- Log in to the course at least three times per week.
- Respond to discussion boards, blogs and journal postings within 2 days.
- Respond to messages within 2 days.
- Grade assignments within 7 days of the assignment deadline.

COURSE DETAILS

COURSE COMMUNICATION

Communication in this course will take place via Messages.

Messages are a private and secure text-based communication that occurs within a Course and among Course members. Users must log on to Blackboard to send/receive/read messages. The Messages tool is located on the left side Course Menu (Blackboard user interface). It is recommended that students check their messages routinely to ensure up-to-date communication.

The Email feature is an external communication tool that allows users to send emails to users enrolled within the course including the instructor and other students. Emails are sent to the students' FIU email on record. The Email tool is located on the left side Course Menu (Blackboard user interface).

For more information on professional writing and technical communication [click here](#).

ASSIGNMENTS

POLICY BLOGS

This semester you will create and maintain a blog on Blackboard where you will post facts, thoughts, and opinions about topics related to the online lectures. Each week, Dr. Ruggiano will post a list of topics or questions that you may respond to that focuses on that week's lecture content. **You may select one of these topics/questions** and write a blog post about it. Afterwards, you are required to read and make a comment on the blog posts of at least three other students in your group in order to facilitate a discussion about that week's lecture. These groups will be randomly assigned at the beginning of the semester. The overall blog assignment is worth 100 points towards your final grade. Your policy blog will be graded using the following criteria:

- A: You complete all of the policy blogs; each blog post clearly and adequately addresses the question or topic; your post references content from our class lectures and readings; your post is written clearly using language that is appropriate for academic writing; blog posts are at least 2 paragraphs long; you complete three comments on other students' blogs each week.
- B: You may miss two policy blog or a few blog posts do not adequately address the assignment; there is some blog content that is not clear, difficult to understand or incorrect; little content from course lectures, readings, or discussions is references; generally, blog posts are at least 2 paragraphs long; you may not complete all of the comments on other students' blogs.
- C: You miss two to three policy blog post, and you made several errors identified in the "B" range above.
- D: You miss three or more policy blog posts; and there is little effort made on policy blogs or they have many errors identified above.
- F: Little or no effort.

Expectations for Policy Blogs:

- You are expected to demonstrate good class citizenship. This means that that when you participate in online discussions, you will be tolerant of ideas, opinions, and values that differ from your own. While you are encouraged to express your original ideas and opinions, you should do so in a way that is respectful in regards to others' race, ethnicity, religion, immigration status, disability status, and or sexual identity/orientation.
- Your participation in discussions is worth 100 points toward your final grade. There are a total of 14 weekly blogs to participate in. You may miss one weekly blog post and still get full credit.
- For each comment you post, you are expected to make the following minimum contribution:
 - You are expected to respond to at least two posts from other students. These posts should go beyond "I agree" or "I disagree" and should expand on the ideas presented in the original post.
 - You are expected to incorporate reading and lecture materials into your discussion posts. Therefore, you should complete the readings and lectures prior to making blog posts and comments (or as you read and watch the lectures).

- Each of your comments should consist of a full paragraph - at least three sentences.
- Students who post comments that are inflammatory, extraneous, or off-topic in an effort to distract the discussion participants from the established discussion topic (also known as “trolling”) will lose points for their discussion participation in class.
- Students will receive a mid-term grade to know their progress in the policy blog. Their progress will be reassessed at the end of the semester for a final policy blog grade.

QUIZZES

Each week you are required to stake a short quiz that assesses your comprehension of the reading assignment each week and prepare you for the weekly lectures and discussions. Some details about the quizzes:

- There are 13 quizzes in total this semester, each worth 10 points (for a total of 130 points).
- The course schedule provides the due date for each quiz. Quizzes must be taken by 11:59pm on the due date.
- The quizzes are available for an unlimited amount of time. You may use your textbook, notes and lectures to help you answer quiz questions. Some students find it helpful to review the quiz as they are completing the readings and then taking the quiz when the reading is finished.
- You can receive your overall quiz score immediately after you submit it, but you will not be able to view your performance on individual questions until after the quiz closes (the due date and time).

In order to mitigate any issues with your computer and online assessments, it is very important that you take the "Practice Quiz" from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum [hardware requirements](#).

Please note assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact [FIU Online Support Services](#).

POLICY RESEARCH REPORT (PB 1, PB 3, PB 4, PB 7, PB8, PB 10, PB 11, PB 12, PB 14, PB 19, PB 20, PB 22, PB 24, PB 25, PB 27, PB 29, PB 35, PB 41)

At the end of the semester you will have to complete a policy research report. This report is worth 100 points. For this assignment, you will summarize and assess current academic literature and current events about a specific policy issue on the topic of your choice. Some topics that students have focused on in the past include:

- Health care/health insurance
- Issues of specific populations (older adults, veterans, individuals with disabilities, etc.)
- Poverty/homelessness
- Food insecurity
- Long-term care/nursing home care
- HIV/AIDS
- Substance abuse

- Foreign aid

Students will select their topic at the beginning of the semester and throughout the semester they will collect newspaper and scholarly articles that will be used to write their final research report (see policy journal assignment below). At the end of the semester, you will synthesize and summarize the materials you collected to write a 4-5 page final research report that answers the following topics/questions:

1. Write a summary of your policy issue that includes the policy or policy issue. (5pts)
2. How are stakeholders affected by this issue? In other words, what populations or other entities are affected by or contributing to this issue and how are they affected? How may this issue be affecting populations specific to Florida?(15pts)
3. What are different political perspectives about this issue? For instance, how would liberals (Democrats) and conservatives (Republicans) view this issue differently? (15pts)
4. What has research found about this issue? Describe specific research studies and their findings about this topic. (30pts)
5. Based on news reports and research findings about this issue, what changes should be made to existing policy or what new policy should be created in order to make improvements to current conditions? What should policymakers **specifically do** about this issue? Note that simply stating that policymakers “should be aware” of an issue is not a sufficient response. (35pts)

You do not have to write a single essay for this assignment – answering the five questions separately is fine. The policy research report will be turned in the assignment drop box. Under normal circumstances, assignments will be graded and returned within one week. To receive full credit for each questions, you must:

- Answer all of the questions completely.
- Provide original thoughts and arguments that are clear and make sense.
- Provide factual information that is correct.
- Provide responses that reflect information from the course lectures and readings.
- Research outside of the article, course readings and content are not required, but any additional information that is used **must be cited using APA style**. This means that you must include in-text citations and a reference page that is properly formatted according to APA guidelines.

To help you with completing this assignment, Dr. Ruggiano has created an online tutorial (using Adobe Connect) that will give tips and pointers about identifying topics to write your assignment on, researching and locating a policy article and tips to addressing the topics and questions for the assignment.

POLICY RESEARCH JOURNAL

To help prepare for your final policy research report, you will maintain a policy research journal this semester. For this assignment, you will utilize your internet and literature search skills to identify newspaper and scholarly articles from peer reviewed journals that focuses on a policy-related topic.

You can select any policy topic you find interesting, and the article can focus on an individual policy (see list above under Policy Research Report).

The policy research journal will familiarize you with current events and research that is focused on a specific policy topic while also preparing you for your final research report. During the semester, you will be required to make at least 9 entries to your policy research journal. Four of these entries will focus on newspaper articles about your policy topic and four will focus on research articles. To receive full credit, you have to complete the following for each type of entry:

Topic Summary (Due 1/19): Post an entry on your journal that describes the policy topic you will be focusing on for your blog this semester. Explain why you feel this is an important issue to cover

Newspaper Articles (Due 1/26, 2/2, 3/9, 3/17):

1. Write a citation for the article in APA format.
2. Summarize the article and how it relates to your policy issue.
3. Identify stakeholders identified in the article and describe how they are affected by this policy issue.

Research Articles (Due 2/16, 2/23, 3/30, 4/6):

1. Write a citation for the article in APA format.
2. Summarize the purpose (or research questions) of the study and the study design. Your summary should make clear how the research relates to your policy topic.
3. Describe the findings of the study.
4. Explain how the findings have implications for policy or those affected by policy.

For full credit, you must complete all of the entries and each entry must address all of the required topics. The overall blog journal is worth 100 points towards your final grade. Your policy blog will be graded using the following criteria:

- A: You complete all of the journal entries; each entry clearly and adequately addresses the requirements listed above; newspaper articles are from reputable sources (i.e. *New York Times*, *Miami Herald*, *the Sun Sentinel*, etc.) and research articles are from peer reviewed journals; your responses reflect critical thinking about the article and topic; your entry is written clearly using language that is appropriate for academic writing.
- B: You may miss one journal entry or have two entries that are posted late; not all entries may adequately address the assignment requirements; there is some content that is not clear, is difficult to understand or incorrect; there are a few spelling or grammatical errors.
- C: You miss two entries, and you made several errors identified in the "B" range above.
- D: You miss three or more entries; and there is little effort made on policy blogs or they have many errors identified above.
- F: Little or no effort.

ADOBE CONNECT PRO MEETING

The Adobe Connect Pro Meeting is an online meeting room in which you can interact with your Professor and fellow students by sharing your computer, screens or files, chat, broadcast live audio and take part in other interactive online activities. We will be utilizing this tool to conduct office hours.

Requirements for using Adobe Connect Pro Meeting:

1. Disable any window pop-up blocker.
2. [Adobe Flash Player](#) is required to successfully run your Connect Pro meeting. You can [test your computer](#) to make sure that you are set up with all of the tools you will need to participate in the meeting.
3. Use of a combination [headset and microphone](#) with USB connection is recommended to ensure quality sound and reduce technical difficulties.

Please [click here](#) for additional information on Adobe Connect (Tutorials & Help).

GRADING

Assignment	Points	% Grade	Final Grades	
Quizzes (14 x 10 points)	130	(25%)	A > 491	C 385 - 405
Policy Blog	100	(19%)	A- 475 - 490	C- 369 - 384
Policy Journal	100	(19%)	B+ 459 - 474	D+ 353 - 368
Policy Research Reports (4 x 50 points)	100	38%)	B 438 - 458	D 332 - 352
(Total Possible Points)	(430)	(100%)	B- 422 - 437	D- 316 - 331
			C+ 406 - 421	F < 331

COURSE CALENDAR

****All assignments are due by 11:59pm on the date indicated. See course policy on late assignments.**

Introduction to the Course: January 6th – January 12th

- Topics to cover:
 - Introduction to the course
 - Introducing ourselves to each other and to Dr. Ruggiano
- Tasks and due dates:
 - Watch the course welcome video **(due Friday, January 10th)**.
 - **Policy Blog:** Post an initial entry on your blog that introduces you to Dr. Ruggiano and the students in your group, describes your social work interests, and discusses some of the policy issues you are interested in **(due Sunday, January 12th)**.

Module 1 Policy Basics: January 13th – January 19th

- The policy process
- The legislative process
- Review of politics and policy
- Supports learning objectives:
 - Ability to explain the legislative process, the role of lobbies, and their relationship to social welfare.

- Identify the roles that values, beliefs, traditions and ideologies play in policy making and the countervailing parties that disagree with current and proposed policies.
- Evaluate the pros and cons of the checks-and-balances system that exists between the three branches of government and between governments at varying levels.
- To define the role of advocacy within the policy making process and its effect on social welfare of various groups.
- Tasks and due dates:
 - Read DiNitto: Intro & Ch1 **(due Thursday, January 16th).**
 - Take online quiz 1 **(due Thursday, January 16th).**
 - Watch the online lectures for this module **(due Thursday, January 16th).**
 - **Policy Journal:** Post an entry on your journal that describes the policy topic you will be focusing on for your blog this semester. Explain why you feel this is an important issue to cover **(due Sunday, January 19th).**
 - **Policy Blog:** Post an entry on your blog that addresses one of the following topics/questions and comment on three other group members' posts **(due Sunday, January 19th):**
 - This week we reviewed some of the basics about policymaking in the United States. One topic we learned about was "policy punctuation" where a large, game-changing policy is passed, rather than small, incremental policy changes. One example of this is the Affordable Care Act (health care reform). Based on what you learned and what you've seen about the health care reform debate, what are the pros and cons of policy punctuations?
 - To what extent does having varying political ideologies (conservatives and liberals) in office help and/or hinder the formation of policy such as this?

****January 13th is the last day to drop or change classes without incurring a financial liability.**

Module 2 Reviewing Policy History: January 20th – January 26th

- Topics to cover:
 - Problems with policy
 - Interest groups
 - Evaluating policy
- Supports learning objectives:
 - Identify criteria used to evaluate the effectiveness of policies.
 - Describe how policies are viewed differently from groups with varying political ideologies, cultures, socioeconomic backgrounds, etc.
 - Describe the interconnectivity between policies and populations at the local, national, international, and global levels.
 - To develop an understanding of global citizenship by becoming familiarized with multi-cultural perspectives of social policy, developing an awareness of social justice issues around the world, and becoming engaged with policy-base solutions at the local, national, international, and global levels. This includes an appreciation of the interconnectedness of social problems and policies across international borders.
 - To familiarize the student with the major social welfare programs and issues in many areas always undergoing legislative scrutiny by the federal congress, state and municipal governments.

- Tasks and due dates:
 - Read DiNitto: Ch3, **(due Thursday, January 23rd).**
 - Take online quiz 2 **(due Thursday, January 23rd).**
 - Watch the online lectures for this module **(due Thursday, January 23rd).**
 - Participate in this week's online discussion **(due Sunday, January 26th).**
 - **Policy Blog:** Post an entry on your blog that addresses one of the following topics/questions and comment on three other group members' posts **(due Sunday, January 26th).**
 - This week we learned that the Elizabethan Poor Laws influenced today's social welfare system and were provided an example of today's social welfare programs (Social Security/TANF) that reflect the colonial system. What are other examples or ways that today's social welfare system reflects the Elizabethan Poor Laws?
 - What are other policies or events in history that have influenced today's social welfare system?
 - **Policy Journal:** Entry for Newspaper Article #1 **(due Sunday, January 26th).**

Module 3: Evaluating Policy: January 27th – February 2nd

- Topics to cover:
 - Problems with policy
 - Interest groups
 - Evaluating policy
- Supports learning objectives:
 - Explain ways that problems with policies may arise during the implementation, formalization, and implementation stages.
 - Identify criteria used to evaluate the effectiveness of policies.
 - Describe how policies are viewed differently from groups with varying political ideologies, cultures, socioeconomic backgrounds, etc.
 - Explain ways that problems with policies may arise during the implementation, formalization, and implementation stages.
 - Describe the interconnectivity between policies and populations at the local, national, international, and global levels.
- Tasks and due dates:
 - Read DiNitto: Ch2, **(due Thursday, January 31st).**
 - Take online quiz 3 **(due Thursday, January 31st).**
 - Watch the online lectures for this module **(due Thursday, January 31st).**
 - **Policy Blog:** Post an entry on your blog that addresses one of the following topics/questions and comment on three other group members' posts **(due Sunday, February 2nd):**
 - TBA
 - **Policy Journal:** Entry for Newspaper Article #2 **(due Sunday, February 2nd).**

Module 4 Contesting Policy: February 3rd – February 9th

- Topics to cover:
 - Lobbying for Policy Change
 - Organizing Communities for Social Change
 - Using evidence to assess policies and policy approaches

- Supports learning objectives:
 - To familiarize the student with the research and evaluative technologies needed to judge program effectiveness and speculate on programmatic developments in social welfare policy areas.
 - To achieve a level of computer literacy that will enable the student to be current with electronic bibliographic sources and policy analysis networks and reports.
 - To learn conceptual skills to evaluate critically the impact of public policies and their short-, intermediate-, and long-term consequences. These involve an awareness of risk-analysis, stakeholder perspective, cost assessment and funding-estimates and other factors.
 - To learn critical skills in the developmental phases of policy analysis, resource allocations, multiple stakeholder analysis, and contingency forecasting.
- Tasks and due dates:
 - Read Taliaferro, J. D. & Ruggiano, N. (2010). "It's human beings talking to one another": The role of relationship building in non-profit lobbying. PRism 7(2): http://praxis.massey.ac.nz/prism_on-line_journ.html **(due Thursday, February 6th).**
 - Take online quiz 4 **(due Thursday, February 6th).**
 - Watch the online lectures for this module **(due Thursday, February 6th).**
 - **Policy Blog:** Post an entry on your blog that addresses one of the following topics/questions and comment on three other group members' posts **(due Sunday, February 9th):**
 - This week we learned about human service workers' experiences with lobbying. Why is it important for social workers to engage in policy advocacy/lobbying?
 - Based on what you've been learning about your policy journal issue, what would you personally like policymakers in Florida and Washington DC know?
 - Based on what you've learned, what are ways that you can inform policymakers about this issue?

Module 5 Poverty, Homelessness, and Social Insurance: February 10th – February 16th

- Topics to cover:
 - Current issues in social welfare and social insurance
 - Financing social welfare programs
 - Current issues in homelessness
- Supports learning objectives:
 - Students will be able to identify, describe and compare the social conditions and major social policies existing within the United States and internationally.*
 - To define the role of advocacy in the context of infinite social demands and finite resources as well as the role that policy advocacy will play in their future social work practice.*
 - To learn conceptual skills to evaluate critically the impact of public policies and their short-, intermediate-, and long-term consequences. These involve an awareness of risk-analysis, stakeholder perspective, cost assessment and funding-estimates and other factors.
 - To familiarize the student with the major social welfare programs and issues in many areas always undergoing legislative scrutiny by the federal congress, state and municipal governments.
- Tasks and due dates:
 - Read DiNitto: Ch5, Ch7 **(due Thursday, February 13th).**

- Take Online quiz #5 (**due Thursday, February 13th**).
- Watch the online lectures for this module (**due Thursday, February 13th**).
- **Policy Blog:** Post an entry on your blog that addresses one of the following topics/questions and comment on three other group members' posts (**due Sunday, February 16th**):
 - To what extent is the government's measurement of poverty appropriate? What are other ways that we could (or should) measure poverty?
 - Many local municipalities have criminalized common behaviors of homeless people. How effective are these strategies?
 - What is one thing that policymakers could do to better address poverty and/or homelessness?
- **Policy Journal:** Entry for Research Article #1 (**due Sunday, February 16th**).

Module 6 Healthcare Policy: February 17th – February 23rd

- Topics to cover:
 - Problems with the health care system
 - Ethical debates in health care
 - Foreign health care systems
- Supports learning objectives:
 - Students will be able to identify, describe and compare the social conditions and major social policies existing within the United States and internationally.*
 - To define the role of advocacy in the context of infinite social demands and finite resources as well as the role that policy advocacy will play in their future social work practice.*
 - To learn conceptual skills to evaluate critically the impact of public policies and their short-, intermediate-, and long-term consequences. These involve an awareness of risk-analysis, stakeholder perspective, cost assessment and funding-estimates and other factors.
 - To familiarize the student with the major social welfare programs and issues in many areas always undergoing legislative scrutiny by the federal congress, state and municipal governments.
- Tasks and due dates:
 - Read DiNitto, Ch8 (**due Thursday, February 20th**).
 - Take Online quiz #6 (**due Thursday, February 20th**).
 - Watch the online lectures for this module (**due Thursday, February 20th**).
 - **Policy Blog:** Post an entry on your blog that addresses one of the following topics/questions and comment on three other group members' posts (**due Sunday, February 23rd**):
 - TBA
 - **Policy Journal:** Entry for Research Article #2 (**due Sunday, February 23rd**).

Module 7 Social Policy in a Global Economy: February 24th – March 2nd

- Topics to cover:
 - Globalization and local communities
 - Free trade
 - International social work
- Supports learning objectives:

- To learn critical skills in the developmental phases of policy analysis, resource allocations, multiple stakeholder analysis, and contingency forecasting.
- To develop an understanding of global citizenship by becoming familiarized with multi-cultural perspectives of social policy, developing an awareness of social justice issues around the world, and becoming engaged with policy-base solutions at the local, national, international, and global levels. This includes an appreciation of the interconnectedness of social problems and policies across international borders.
- Tasks and due dates:
 - Read Payne, M. & Askeland, G. A. (2008). *Globalization and International Social Work*, Chapter 2, pp, 9-19 **(due Thursday, February 27th)**.
 - Malkin, E. (2009, March 23). NAFTA's promise, unfulfilled. *The New York Times*. <http://www.nytimes.com/2009/03/24/business/worldbusiness/24peso.html> **(due Thursday, February 27th)**.
 - Take Online Quiz #7 **(due Thursday, February 27th)**.
 - Watch the online lectures and videos for this module **(due Thursday, February 27th)**.
 - **Policy Blog:** Post an entry on your blog that addresses one of the following topics/questions and comment on three other group members' posts **(due Sunday, March 3rd)**:
 - In the Session 2 of this week's lectures, there are two ethical dilemmas presented that are based on real-life events. Based on what you learned about globalization and international social work, what are your thoughts and opinions about these cases? What should social workers involved in these cases do?
 - Malala Yousafzai has received considerable attention for her advocacy work and recent nomination for a Nobel Peace Prize. What about her message do you find particularly interesting or inspiring? How does her experience and the experiences of other young people in the Middle East influence your thoughts about American education and students?

Module 8 Gender, Sexual Orientation, and Civil Rights: March 3rd – March 9th

- Topics to cover:
 - Gender and sexual orientation
 - Reproductive Rights
 - Violence against Women
- Supports learning objectives:
 - To develop a resources-model approach to the political and economic milieu in which social policies emerge. This includes an appreciation of a society that has been historically polarized by racial, ethnic, class, gender, sexual orientation, religion, age and regional differences that continue until today, and the social transformations that have taken place to ameliorate these divisions, the role of values, beliefs, traditions and ideologies in policy making and the countervailing parties that disagree with the dominant and prevailing policies; the inconsistencies and unresolved contradictions among customs, ingrained habits, dogmas, principles, and creeds and how these nevertheless survive in both cooperative and antagonistic relations.
- Tasks and due dates:
 - Read DiNitto, Ch11 **(due Thursday, March 6th)**.

- Read Kristoff, N. D. & WuDunn, S (2009, August 9). The women's crusade. Saving the world's women. *The New York Times*.
http://www.nytimes.com/2009/08/23/magazine/23Women-t.html?_r=1&emc=eta1 (due **Thursday, March 6th**).
- Take Online Quiz #8 (due **Thursday, March 6th**).
- Watch the online lectures/videos for this module (due **Thursday, March 6th**).
- **Policy Blog:** Post an entry on your blog that addresses one of the following topics/questions and comment on three other group members' posts (due **Sunday, March 9th**):
 - In the lectures, I gave some examples of advertisements and other media sources that shape our culture's understanding about women, which ultimately affects policy. What are some examples of advertisements, TV shows, Movies, and/or commercials that you feel contributes to our understanding of gender positively or negatively? Feel free to link Youtube videos/websites or include images in your posts (make sure that images and websites are appropriate to share with the class, though).
 - What are your opinions on the New York Times Article, "Saving the Lives of Women"? How does the topic fit in with last week's content on Malala Yousafzai?
 - We learned about a number of policies that are intended to address gender and sexual-orientation-based disparities. However, none are successful at fully achieving equality. Why?

*****Spring Break is from March 10th – March 16th. No assignments are due.**

Module 9: Race, Religion, Immigration, and Civil Rights: March 17th – March 23rd

- Topics to cover:
 - Race and immigration
 - Religion and civil rights
 - Segregation and civil rights
- Supports learning objectives:
 - To develop a resources-model approach to the political and economic milieu in which social policies emerge. This includes an appreciation of a society that has been historically polarized by racial, ethnic, class, gender, sexual orientation, religion, age and regional differences that continue until today, and the social transformations that have taken place to ameliorate these divisions, the role of values, beliefs, traditions and ideologies in policy making and the countervailing parties that disagree with the dominant and prevailing policies; the inconsistencies and unresolved contradictions among customs, ingrained habits, dogmas, principles, and creeds and how these nevertheless survive in both cooperative and antagonistic relations.
 - To develop an understanding of global citizenship by becoming familiarized with multi-cultural perspectives of social policy, developing an awareness of social justice issues around the world, and becoming engaged with policy-base solutions at the local, national, international, and global levels. This includes an appreciation of the interconnectedness of social problems and policies across international borders.
- Tasks and due dates:
 - Read DiNitto, Ch12 (due **Thursday, March 20th**).
 - Take Online quiz #9 (due **Thursday, March 20th**).

- Watch the online lectures/videos for this module (**due Thursday, March 20th**).
- **Policy Blog:** Post an entry on your blog that addresses one of the following topics/questions and comment on three other group members' posts (**due Sunday, March 23rd**):
 - The George Zimmerman case has resurrected concerns over racial profiling and white privilege. Some argue that white privilege doesn't exist. To what extent are they correct? What does privilege mean in a city like Miami, which is mostly made of ethnic minorities? How has the Zimmerman case shaped our discussion about race?
 - There are considerable arguments for and against the recent voter ID laws. Given the history of marginalizing minority groups from civil participation, are they fair?
 - President Obama promised to focus on immigration reform during his presidency. What should be done about immigration?
- **Policy Journal:** Entry for Newspaper Article #4 (**due Monday, March 17th**).

Module 10 Disability and Policy: March 24th – March 30th

- Topics to cover:
 - Issues of access, independence, and social integration
 - The Americans with Disabilities Act
- Supports learning objectives:
 - To define the role of advocacy in the context of infinite social demands and finite resources as well as the role that policy advocacy will play in their future social work practice.
 - To learn critical skills in the developmental phases of policy analysis, resource allocations, multiple stakeholder analysis, and contingency forecasting.
 - To develop an understanding of global citizenship by becoming familiarized with multi-cultural perspectives of social policy, developing an awareness of social justice issues around the world, and becoming engaged with policy-base solutions at the local, national, international, and global levels. This includes an appreciation of the interconnectedness of social problems and policies across international borders.
- Tasks and due dates:
 - Read DiNitto, Ch6 (**due Thursday, March 27th**).
 - Take Online Quiz #10 (**due Thursday, March 27th**).
 - Watch the online lectures for this module (**due Thursday, March 27th**).
 - **Policy Blog:** Post an entry on your blog that addresses one of the following topics/questions and comment on three other group members' posts (**due Sunday, March 23rd**):
 - TBA
- **Policy Journal:** Entry for Research Article #3 (**due Sunday, March 23rd**).

Module 11 Education: March 31st – April 6th

- Topics to cover:
 - The Development of Education as an American Institution
 - Issues of Access and Quality in Education
 - The No Child Left Behind
- Supports learning objectives:
 - Students will be able to identify, describe and compare the social conditions and major social policies existing within the United States and internationally.

- To familiarize the student with the major social welfare programs and issues in many areas always undergoing legislative scrutiny by the federal congress, state and municipal governments.
- Tasks and due dates:
 - Read DiNitto, Ch9 (**due Thursday, April 6th**).
 - Take Online quiz #11 (**due Thursday, April 6th**).
 - Watch the online lectures for this module (**due Thursday, April 6th**).
 - **Policy Blog:** Post an entry on your blog that addresses one of the following topics/questions and comment on three other group members' posts (**due Sunday, April 6th**).
 - TBA

Module 12 Issues of Child Welfare: April 7th – April 13th

- Topics to cover:
 - Child Abuse
 - International Adoption
 - Unaccompanied immigrant children
- Supports learning objectives:
 - Students will be able to identify, describe and compare the social conditions and major social policies existing within the United States and internationally.
 - To describe social justice issues that span across national boundaries and the interconnectedness of social problems and policies across international borders.
 - To describe and evaluate the role of advocacy for disenfranchised populations within the context of infinite social demands and finite resources.
 - To identify, describe and compare the social conditions and major social policies existing within the United States and internationally.
- Tasks and due dates:
 - Read Center for Public Policy Priorities (2008). A Child Alone and without Papers.<http://www.cppp.org/repatriation/A%20Child%20Alone%20and%20Without%20Papers.pdf> (**due Thursday, April 10th**).
 - Read DiNitto, Ch10 (pp. 364-386) (**due Thursday, April 10th**).
 - Take Online Quiz #12 (**due Thursday, April 10th**).
 - **Policy Blog:** Post an entry on your blog that addresses one of the following topics/questions and comment on three other group members' posts (**due Sunday, April 13th**):
 - What are your opinions and thoughts of the international child welfare policies? Would we be able to implement such policies here in the U.S.? How would child welfare in America change if we did?
 - How accurate are the research findings I presented on different racial/ethnic groups' perspectives of disciplining their children?
 - Should children be removed from their homes for being obese? If not, how else should we handle this situation?
 - What are your thoughts and opinions about the state of undocumented, unaccompanied minors?
 - Entry for Research Article #4 (**due Sunday, April 13th**).

Module 13 Aging: April 14th – April 20th

- Topics to cover:
 - Long-term care policy in the United States

- Issue of aging across policy and social work areas (substance abuse, HIV/AIDS, education, health, etc.)
- Supports learning objectives:
 - Students will be able to describe how society has been historically polarized by social characteristics, such as age and physical/mental ability.
 - To evaluate the role of advocacy in addressing social injustices for disadvantaged populations and the process of individual and group empowerment.
 - To describe and evaluate the role of advocacy for disenfranchised populations within the context of infinite social demands and finite resources.
 - To identify, describe and compare the social conditions and major social policies existing within the United States and internationally.
- Tasks and due dates:
 - Read DiNitto, Ch10 (pp. 386-392) **(due Thursday, April 17th).**
 - Lehning, A. J. & Austin, M. J. (2010). Long-Term Care in the United States: Policy Themes and Promising Practices. *Journal of Gerontological Social Work*, 53(1), 43 – 63 **(due Thursday, April 17th).**
 - Take Online Quiz #13 **(due Thursday, April 17th).**
 - Watch the online lectures for this module **(due Thursday, April 17th).**
 - **Policy Blog:** Post an entry on your blog that addresses one of the following topics/questions and comment on three other group members' posts **(due Sunday, April 13th):**
 - TBA

Policy Research Report is Due on: [Monday, April 21st](#).