

**WALLA WALLA COLLEGE**  
**POLICY ISSUES FOR CLINICIANS**  
**SOWK 544 - On Line Course**

Pamela Keele Cress, MSW  
Spring 2002

Office: 509-527-2705  
Fax: 509-527-2434  
Email: cresp@wwc.edu

**I. COURSE DESCRIPTION**

This is the final course in the Social Welfare Policy and Services sequence. This course builds on the student's foundation of social welfare policy and social work practice courses to emphasize the incorporation of policy-practice as a social work intervention. Specific policy issues relevant to professional social work are examined by connecting the practice of clinical social work with its role in social-change. **Prerequisites: SOWK 514, 515, Advanced Standing.**

**II. REQUIRED TEXTS**

Jansson, B. (1999). *Becoming an effective policy advocate: From policy practice to social justice*. (3rd ed.). Pacific Grove, CA: Brooks/Cole.

Gladwell, M. (2000). *The tipping points: How little things can make a big difference*. New York: Little, Brown and Company.

**III. COURSE PURPOSE**

The broad purpose of the course is to help students develop capability in advocacy and policy practice concepts and skills, and an understanding of selected major current issues relating to social welfare and their effects on service providers and users.

**IV. COURSE OBJECTIVES**

1. To explore how social workers can build policy-changing work into their professional practice as they consider selected policy issues.
2. To examine social problems and the impact that ethical principles such as autonomy, due process, individual, and collective rights have on the enactment and implementation of social policy.
3. To examine the adversarial and conflictual nature of many policy issues and their impact on the diverse pool of social services consumers. Emphasis is given to the articulation of the student's personal and professional position on such policy

- issues, including their ability to focus on advocacy and empowerment through the incorporation of policy into clinical practice.
4. To provide students with analytic tools for examining and critiquing current policies and programs, as well as, proposed changes in policies and programs with particular attention to the promotion of social justice in regards to race, gender, and disadvantaged groups.
  5. To explore the ethical implications relative to the impact of social policy on diverse and fragile populations.
  6. To examine the relationship among policies, research and clinical social work practice with diverse groups and populations at risk.
  7. To become comfortable with the social worker's role as advocate for policy reforms that serve powerless and oppressed populations.

## **V. OUTCOMES**

### **Following completion of this course students will:**

1. be able to incorporate policy-changing work into direct-practice as relevant policy issues and problems are identified.
2. be aware of the impact of ethical principles on social policy and the delivery of services to clients.
3. be acquainted with the adversarial and conflictual nature of many policy issues and their impact on the diverse pool of social service consumers. Students will become more aware of their personal and professional position on such policy issues including, their ability to focus on advocacy and empowerment through the incorporation of policy into clinical practice.
4. possess the analytic tools for examining and critiquing current policies and programs, as well as, proposed changes in policies and programs with particular attention to the promotion of social justice in regards to race, gender, and disadvantaged groups.
5. be familiar with the ethical implications relative to the impact of social policy on diverse and fragile populations.
6. understand the relationship among policies, research and clinical social work practice with diverse groups and populations at risk.
7. become motivated to undertake the role of advocate for policy reforms that serve powerless and oppressed populations.

## VI. COURSE REQUIREMENTS

You will be developing a policy portfolio in this course that consists of two major projects. One is a **Case Study in Policy Assessment** and the second involves **Tracking Legislation Through the Legislative Process** (this involves group work with your classmates which can be done online). These projects have been broken down into weekly assignments under two headings: Reflections Journals and Tracking Legislation. If you complete each weekly assignment you will have completed both projects by the end of the quarter. The weekly assignments are listed in the weekly outline in the syllabus, and in learning units contained in the assignment section of the Blackboard (<http://class.wvc.edu>). Blackboard login instructions appear in “Internet Resources” (section XI) of this syllabus. Towards the end of the quarter, we will meet “live” and you will defend your **Case Study in Policy Assessment** portfolio. A guideline for this presentation can be found in the course materials section of the Blackboard. Tracking legislation information will be discussed and posted on-line in the discussion forums set up for this purpose in Blackboard.

There are no quizzes, tests, or term papers in this class. Unlike most classes, you will find that the homework in this class will be more involved during the first half of the class than the second half. The workload should be at a regular weekly pace with few highs and lows since there are no tests or term papers to complete. These weekly assignments will allow a regular dialogue with students regarding the course content, and it will assist you in moving through the curriculum at a regular pace. Course incompleteness can be a problem in distance education due to the nature of independent study, the weekly assignments will improve the likelihood of course completion by the end of the quarter.

My role as the instructor in this course will be similar to that of a coach or mentor. I will be a sounding board for questions and concerns that you encounter in your course work and I will assist you in the problem-solving process. I will be available by telephone, online office hours, and through email. I will respond within 24 hours during the business week from Monday at 9:00 am to Friday, at 4:00 pm. I will not be available on weekends.

## VII. METHODS OF INSTRUCTION AND EVALUATION

Multiple methods of instruction will be used including: selected readings, reflective writing, Internet resources, experiential learning, student/teacher dialogue, and group collaboration. Grades will be based upon the completion and quality of the assignments. The student will also be evaluated on how well the course content is integrated into the work setting, and understanding of role in advocacy and policy-practice. Your final grade will be calculated on the following basis:

**1. WEEKLY REFLECTION JOURNALS (60%):** Journals will be graded using the following criteria: thoughtful answers to all the questions asked, and integration of the textbook readings for the week. I am not necessarily concerned with whether you arrive at the right answer every time, but I am interested in the evidence that you have read the material and are attempting to apply the information to a “real” situation. If you do your readings and put some thought into your weekly journals, you can expect a good grade. Specific journal assignments can be found below under VIII Weekly Outline.

Journals may be submitted as e-mail attachments. Your email will have an attachment button that will let you browse for and attach the document you’re sending me. I would prefer that you use Microsoft Word or WordPerfect for your word processing. Please make sure that your name is on your paper when you send it. There will be a 10% deduction for each week that the assignment is late.

**2. TRACKING LEGISLATION – Weekly Group Forums (30%):** In order to observe policy being made first hand, students are to follow and report on a social welfare bill being considered by the Federal Legislature (Montana is not in legislative session this year) over the course of 6 weeks beginning with Week 3 of the quarter. Group forums will be graded using the following criteria: evidence of weekly tracking of bill, thoughtful discussions within the group, participation by all group members, and summary reports and discussions posted in MAIN FORUM. Again, I am more interested in the process rather than “right” answers. If there is creative discussion and obvious advocacy for your bill, your group can expect a good grade.

You have randomly been placed into three discussion forums that can be accessed in the Discussion Board section of Blackboard (see forums below). Discussion Forums will decide upon the bill (List of current bills provided on Blackboard under Course Materials) to be followed and will report each week on any activity related to the bill. Members will keep each other informed of committee hearings, changes in (or new versions) of the bill and any telephone calls or letters sent to legislators or interest groups as well as discuss questions under weekly Tracking Legislation assignment. Group members may divide and rotate weeks to check the bill, but all group members must post comments and respond to questions on-line in forum each week. It is expected that you will “talk” weekly with members of your forum about your bill.

To access your specific discussion forum, log on to Blackboard, click Discussion Board and then click on your specific forum to post your updates, thoughts and responses to group tracking of federal legislation. You are only EXPECTED to interact with the people in your forum, however you are welcome to look around in other forums as you wish. There is also a **MAIN FORUM** that may be used by everyone to post general information of

interest, computer shortcuts, class related questions, etc. and any Group Forum projects. Weekly requirements for this assignment are listed below under VIII Weekly Outline.

**DISCUSSION FORUMS** are as follows:

**FORUM 1:** Melody Barnes, Dawn English, Debra Hayton, Anthony Snell

**FORUM 2:** Lisa Calderwood, Susan Hansen, Kelli Mozey, Catherine Brenneman

**FORUM 3:** Deb Holland, Shawnene Nickerson-Kieser, Richard Odermann, Nellie Sinkbell, Debra Wilke.

**MAIN FORUM:** This forum is to be used by all groups to ask questions, share information of interest, etc. It will also be the forum where all groups will post two summaries of group legislative activity.

#### GRADING

Nine Weekly Reflection Journals	60%
Tracking Legislation –Weekly Group discussions	30%
Portfolio Defense	10%

#### GRADING CRITERIA

A	94-100	
A-	90-93	excellent/superior
B+	87-89	
B	84-86	expected level of graduate functioning
B-	80-83	
C+	77-79	
C	74-76	acceptable but below level of graduate functioning
C-	73 and below	unacceptable work

## VIII. WEEKLY OUTLINE

All the times listed in weekly outline are Walla Walla time, **Pacific Standard Time**. I've tried to give uniformity to the times and days of the week that assignments are due to give the sense of a regular class schedule.

### WEEK ONE: March 28 – April 3, 2002

#### Thursday, March 28

**Review:** Syllabus and textbook

**Read:** Chapters 1 & 2 in Jansson

Why Engage in Policy Practice and Policy Advocacy?

Ethical, Analytic, and Political Rationales for Engaging in Policy Advocacy

Chapter 1 in Gladwell

The Rule of Epidemics

#### Tuesday, April 2

**Online Office Hours:** 4:00 pm – 5:00 pm PST

I will be available in the Blackboard chat room for any questions about the course, textbook, syllabus, or assignments. Log on to Blackboard and go to this class, click on communications and then enter the chat room.

#### Wednesday, April 3

**Assignment Due 8:00 a.m.:** -Week 1 Reflection Journal

-Week 1 Legislative Group Forums

### Week 1 Reflection Journal

This week's Reflection Journal involves developing an understanding of current knowledge on course objectives and personal learning style preferences. You will also begin work on the case study in agency policy assessment.

1. Take the learning style questionnaire at [www.vark-learn.com/questionnaire.htm](http://www.vark-learn.com/questionnaire.htm).
  - a. Report your results.
  - b. What did you learn about yourself? Did you feel that the questionnaire adequately described you, or were your results a surprise?

As students, it's important to have a good understanding of your personal learning preferences. In distance education, this is of greater importance since much of your learning is done independently. Efforts have been made to provide multiple methods of learning in this course through the use of visual and auditory aids, reflective activities that require reading and writing, and experiential activities. The hope is to meet the needs of the various styles of learners in this class. Some learn best through methods that are visual, auditory/aural, reading/writing, kinesthetic, or those who are multimodal and have more than one learning style

preference. I encourage you to explore the VARK website at [www.vark-learn.com](http://www.vark-learn.com) to discover learning strategies that might be helpful to you.

2. Case Study: What is the Problem? We will begin working on a “Case Study in Agency Policy Assessment and Advocacy” by identifying a problem in your agency. Answer the following questions that will help you in selecting and describing a problem in your agency that you will want to work with from a policy assessment and advocacy standpoint.
  - a. Briefly describe your agency’s function and target population.
  - b. Briefly describe the problem and how it impacts social work practice and the client’s served by the agency. (A brief answer is all that’s needed at this time, we will analyze the problem with greater depth at a later time)
  - c. Can you connect this problem to a policy issue in your agency? Is this a State or Federal policy issue?
  - d. Use information from your assigned weekly readings (Jansson, chapters 1 & 2; Gladwell chapter 1) to discuss what you see as your role in promoting positive policy change in your clinical practice. How do you feel about becoming a change agent? Is it scary, intimidating, exciting, boring, etc.?
  - e. Did you read the syllabus?
3. Course Objectives: Pre-Test: This short test measures your current knowledge of course objectives outlined in the syllabus. At the end of the course you will take this test again to assess how much you learned this quarter. Access the test under course material on the class website. Complete the quick test and attach your results to the e-mail that shares the other information required for this week.

### **Week 1 – Tracking Legislation – Group Forums**

1. Review the bills listed on Blackboard. Go to your discussion forum and get acquainted with other group members. Start dialoguing about which Bill might be one that your group would like to follow. (note: You will not need to report to me your activity in discussion forums. I will be monitoring these groups through a technique called “lurking” (a term that essentially means I will be reading your entries and following your activity!)

### **WEEK TWO: April 4 - 10, 2002**

Thursday, April 4

**Read:** Chapters 3 & 5 in Jansson

A Policy Practice Framework for Policy Advocates  
Building Agendas

Chapter 2 in Gladwell

The Law of the Few: Connectors, Mavens, and Salesmen

Tuesday, April 9

**Online Office Hours:** 4:00 pm – 5:00 pm.

I will be available in the Blackboard chat room for any questions about the course, textbook, syllabus, or assignments

Wednesday, April 10

**Assignment Due 8:00 a.m.:** Week 2 Reflection Journal  
Week 2 Tracking Legislation

### **Week 2 Reflection Journal**

In this week's journal, we will begin to apply Jansson's framework for policy advocacy to the problem you have identified in your agency. Answer the following questions relating to agenda-setting.

Case Study: Is it on the Agenda?

1. Is the problem you identified last week on the agenda of your agency? Or, if problem is state or federal policy, is it on agenda of State or Federal agencies or coalitions? Use information from your weekly reading (Jansson, chapters 3 & 5; Gladwell, chapter 2) to support your answers.
  - a. If so, how do you know it's on the agenda?
  - a. If not, how might you get the issue on the appropriate agenda?
  - b. Are there connectors, mavens, and/or salesmen involved in this process? Do you feel that you are a connector, maven, or salesmen?

### **Week 2 Tracking Legislation – Group Forums**

1. Continue to discuss with group members the specific bill you wish to follow.
  
2. Review the material on "How a Bill Becomes Law." Discuss in group forum how this material may be helpful to you in coming weeks. (You can find this information on the Blackboard site in the section on Course Materials. In the External Links section there is a cartoon version and a detailed account of the legislative process in congress. Use the version that is most helpful).

## **WEEK THREE: April 11 -17, 2002**

Thursday, April 11

**Read:** Chapters 4 in Jansson

The Big Picture: Policy Practice in Governmental, Community, and Agency Settings

Chapter 3 in Gladwell

The Stickiness Factor

Tuesday, April 16

**Online Office Hours:** 4:00 pm – 5:00 p.m.

I will be available in the Blackboard chat room for any questions about the course, textbook, syllabus, or assignments

Wednesday, April 17

**Assignment Due 8:00 a.m.:** Week 3 Reflection Journal

Week 3 Tracking Legislation

**Week 3 Reflection Journal**

1. Think about the policy problem you identified in week one. Are there “contextual constraints” or things happening in the atmosphere of the agency, state, or national scene that are affecting whether or not this issue is or is not receiving attention at this time (i.e., budget problems, a high profile case, legal implications, low priority, etc.)? Is this a good time to advocate for change?

**Week 3 Tracking Legislation – Group Forums**

1. Select the Bill you will be following.
2. Discuss the purpose of the bill and what is hoped to be achieved by its passage.
3. Discuss the status of the bill you have selected. Where is it in the legislative process? (You can find this information on the Blackboard site in the External Links section. The folder entitled The White House, Congress and Other Federal Agencies will have links for the House of Representatives and the Senate. The link for Thomas in the Library of Congress can also be a helpful resource. There are places to enter the bill number and it will give you more detailed information. Click around and see what you find. Share information with group members.)

**WEEK FOUR: April 18-24, 2002**

Thursday, April 18

**Read:** Chapters 6 in Jansson

Analyzing Problems

Chapter 4 in Gladwell

The Power of Context: Bernie Goetz and the Rise and Fall of New York City Crime

Tuesday, April 23

**Online Office Hours:** 4:00 pm – 5:00 p.m.

I will be available in the Blackboard chat room for any questions about the course, textbook, syllabus, or assignments

Wednesday, April 24

**Assignment Due 8:00 a.m.:** Week 4 Reflection Journal  
Week 4 Tracking Legislation

**Week 4 Reflection Journal**

1. Case Study: Analyzing the Problem

Consider the problem you identified in your agency and define the problem more clearly. How does this problem negatively impact clients, professionals? What are the short and long term impacts of this policy if it remains unchanged? List any research or statistics that may support your claims. Use your readings to support your answers.

**Week 4 Tracking Legislation – Group Forum**

1. Who are the players involved in policy making on a state and national level?

This week you get to find out. You may divide this work among your forum members, but all information requested below should be in one document posted as your forum's report to the **MAIN FORUM**. Posting in the Main Forum will allow all other groups to access this important information. The best place to obtain information on State and Federal legislators is on the Internet. There are links on the Blackboard site (external sites) for state legislatures, the U.S. House of Representatives, and the U.S. Senate. These sites should provide all the information requested. You may have to do a little research on what advocate groups or coalitions support or oppose the bill you are tracking. Group reports should:

a. Identify your state and federal officials. Include names, phone numbers, and district addresses. The officials that should be included are:

- i. U.S. Senators
- ii. U.S. Representatives (this may differ for each student according to the district or city in which you live).
- iii. State Governor
- iv. State Senators (this may differ for each student according to the district or city in which you live).
- v. State Representatives (this may differ for each student according to the district or city in which you live).

b. Identify individuals or groups (i.e., advocate groups, coalitions, professional organizations, etc.) who might be supporting or opposing the bill that your group is following. This information can be obtained from newspaper accounts, Internet searches, talking with legislative aides, or contacting various agencies or groups.

c. Include the name of the bill you are following, its number and current status.

## **WEEK FIVE: April 25 – May 1, 2002**

Thursday, April 25

**Read:** Chapters 7 & 8 in Jansson  
Finding Policy Options  
Writing Policy Proposals

Chapter 5 in Gladwell  
The Power of Context: The Magic Number One Hundred and Fifty

Tuesday, April 30

**Online Office Hours:** 4:00 pm – 5:00 pm

I will be available in the Blackboard chat room for any questions about the course, textbook, syllabus, or assignments

Wednesday, May 1

**Assignment Due 8:00 a.m.:** Week 5 Reflection Journal  
Week 5 Legislative Tracking

### **Week 5 Reflection Journal**

1. Cite the specific policy (use policy #'s if applicable) that is the source of the identified problem and consider these questions as you analyze this policy further:
  - b. How and when did this policy come about? Is this an informal policy that doesn't actually exist, but impacts employee/clients nonetheless?
  - c. Who are the individuals or groups involved in shaping or enforcing this policy?
  - d. Are there social or cultural factors influencing the policy?
  - e. Are there financial factors influencing the policy?
  - f. Does part of the problem relate to a misinterpretation of the intentions of a formal policy? How?

### **Week 5 Tracking Legislation – Group Forums**

1. Discuss the following questions in your forum this week:
  - What are the arguments for or against the bill your group is following?
  - What are the values, economic, social, and political implications of the bill?
  - Do you think that contextual issues (events happening in the environment) are effecting the movement or lack of movement of this bill?
  - What is your personal opinion regarding this bill?
  - What was this week's activity related to the bill?

## **WEEK SIX: May 2 – 8, 2002**

Thursday, May 2

**Read:** Chapters 9 in Jansson  
Policy Persuasion

Chapter 6 in Gladwell  
Case Study: Rumors, Sneakers, and the Power of Translation

Tuesday, May 7

**Online Office Hours:** 4:00 pm – 5:00 pm

I will be available in the Blackboard chat room for any questions about the course, textbook, syllabus, or assignments

Wednesday, May 8

**Assignment Due 8:00 a.m.:** Week 6 Reflection Journal  
Week 6 Tracking Legislation

### **Week 6 Reflection Journal**

**Case Study:** Integrate information from Jansson chapters 8 & 9 on policy writing and persuasion as you assess your agency's policy and propose a new policy.

- a. Identify gaps, flaws, or omissions in your policy.
- b. Address the gaps, flaws, or omissions you identified and write a "new and improved" policy that will address the problems you've been discussing in this assignment.

### **Week 6 Tracking Legislation – Group Forums**

By now, your forum should be very familiar with the bill you've been following. You know the purpose of the bill, who the players are, the arguments for and against the bill, and you've stated your personal position. These are all important steps in policy practice/advocacy, but we have yet to take the most important step. Becoming an effective policy advocate involves action. In order for change to happen, we must become involved in the change process.

Each group member should correspond at least once by telephone, letter, fax, or e-mail with the legislative sponsor(s), your elected legislator, **or** appropriate committee chairs in order to: request information, state your position and **or**/make requests or recommendations.

- c. By **Wednesday, May 22**, you should have communicated with at least one of the above-named legislators. Discuss in your forums who will be contacting whom and for what reasons.
- d. Post a copy of your letter or e-mail or describe your conversation (if you spoke with them by telephone) in your forum.
- e. Discuss any responses you might receive from your legislators. It is likely that this may not happen before the end of class; so don't panic if you get no response.
- f. If you are not a registered voter, register! If you haven't voted in recent elections, make a commitment to vote in the next election.
- g. What was this week's activity on your bill?

## **WEEK SEVEN: May 9 – 15, 2002**

Thursday, May 9

**Read:** Chapters 10 & 11 in Jansson  
Understanding Power and Politics  
Developing and Using Power

Chapter 7 in Gladwell  
Case Study: Suicide, Smoking, and the Search for the Unsticky Cigarette

Tuesday, May 14

**Online Office Hours:** 4:00 pm – 5:00 pm

I will be available in the Blackboard chat room for any questions about the course, textbook, syllabus, or assignments

Wednesday, May 15

**Assignment Due 8:00 a.m.:** Week 7 Reflection Journal  
Week 7 Tracking Legislation

**Week 7 Reflection Journal**

Discuss the perils of policy enacting and how clinicians can use political strategies and enhance their power positions in agencies to influence the policy making process. As always, use your readings to support your position.

**Week 7 Tracking Legislation – Group Forums**

1. Report the weekly activity of the bill you're following.
2. Discuss your opinion about the movement or lack of movement of the bill through the legislative process. How is power and politics affecting your bill?
3. What coalition or advocacy groups are interested in this bill? How will their power (or lack of it) affect this status of this bill?

**WEEK EIGHT: May 16 – 22, 2002**

Thursday, May 16

**Read:** Chapters 12 & 13 in Jansson  
Developing Political Strategy  
Putting Political Strategy into Action

Chapter 8 in Gladwell  
Conclusion: Focus, Test, and Believe

Tuesday, May 21

**Online Office Hours:** 4:00 pm – 5:00 pm

I will be available in the Blackboard chat room for any questions about the course, textbook, syllabus, or assignments.

Wednesday, May 22

**Assignment Due 8:00 a.m.:** Week 8 Reflection Journal  
Week 8 Tracking Legislation

**Week 8 Reflection Journal**

**Case Study: Making it Happen.** Building upon your prior work of writing a proposal for a new policy and keeping in mind last week's discussion of political strategies and agency power, think about and respond to the following:

- a. Envision and discuss how you might persuade policy-makers to adopt your change proposal. Which policy-makers would you approach? How might you utilize Gladwell's principles of promoting change in the persuasion process?
- b. Discuss whether or not you will take action to become involved in the change process relating to this issue. What is your strategy? Are there others (coalitions, advocacy groups, other employees, etc) who may help with this process? If you choose not to take action right now, what are the contributing factors?

### **Week 8 Tracking Legislation – Group Forums**

**This is the final week on tracking legislation!!** You should do the following:

- a. If you haven't done so, submit proof of correspondence sent to a legislator. If you have a legislator's reply, please include.
- b. Post a final group report to the **MAIN FORUM**. This report will include your bill #, current status of the bill, (if still alive include a statement on the likelihood of defeat or passage) and a summary statement that gives your group's opinion about why the bill did what it did (died, passed, stagnated, tabled). If applicable, include instructions about further advocate activities should the rest of like to get involved to support or oppose this bill. **Read and give feedback on group forum reports on the MAIN FORUM.**
- c. In your own forums, discuss the following: Do you feel like you better understand the legislative process? Do you feel more competent to participate in legislative movements that involve the client population you serve? What questions are still unanswered?

### **WEEK NINE: May 23 – 29, 2002**

Thursday, May 23

**Read:** Chapters 14 & 15 in Jansson

After Enacting Policy:

Securing the Implementation of Policies

Assessing Policy Implementation

Tuesday, May 28

**Online Office Hours:** 4:00 pm – 5:00 pm

I will be available in the Blackboard chat room for any questions about the course, textbook, syllabus, or assignments

Wednesday, May 29

**Assignment Due 8:00 a.m.:** Week 9 Reflection Journal

### **Week 9 Reflection Journal**

This is the final installment of the Case Study assignment! As noted in your readings for this week, implementation is not always an easy process, and

assessment is required to ensure that the spirit of the written policy is actualized as the policy takes on life in the implementation stage.

### Case Study: Implementation & Assessment

1. Suspend disbelief. Your change proposal has been accepted and your policy is to be implemented. What will be the financial, ethical, and political impact of your policy?
2. It is important to know whether your policy is doing what you intended it to do. How might you measure whether your objectives are being met?
3. How do you think clients, social workers, and other professionals will be affected (short and long term) by the policy change you have proposed?

### **Week Ten: May 30 (MISSOULA LIVE!)**

**Thursday, May 30, 7:30 am – 10:00 am** (classroom to be announced)

Defending your policy portfolio: A Case Study in Agency Policy Assessment and Advocacy.

Yes, I am coming to Montana! We will meet live this week to hear you defend your Case Study Portfolio. A guideline can be found under course materials in Blackboard that will assist you with your preparation for this presentation. Your work from your Reflection Journals will also assist you in this presentation.

Sorry the time is so early, but this is the only time I can squeeze out during that last week. Be grateful it is only a one-time meeting!!

### **IX. ACADEMIC INTEGRITY POLICY**

The Walla Walla College academic integrity policy is presented below. In this course, plagiarism/cheating will first be discussed directly with the student in order to determine whether to: 1) fail the student on the assignment/test in question; 2) fail the student for the course; and/or 3) recommend further disciplinary action by the college administration.

Remember that cutting and pasting information from another source without proper citation is considered plagiarism. It is expected that each student will complete his/her work independently and will contribute to the group assignments. Having someone else complete your assignments for you, or borrowing parts of assignments from other students is cheating.

“An integral part of the mission of Walla Walla College is to prepare its students to be responsible individuals with Christian values. The College expects all members of its community to have integrity, including a steadfast adherence to honesty . . . All acts of dishonesty are unacceptable, including cheating, plagiarism, forgery, misrepresentation, falsification, and prohibited collaboration . . . Violation of academic integrity will result in disciplinary action.” (WWC 2000-2001 undergraduate bulletin, p.33)

## **X. DISABILITY SUPPORT SERVICES**

The syllabus is available in alternative print formats upon request. In this class, one alternative print format is that you can change the font of the online syllabus to any size that works for you. If you have other physical and/or learning disabilities that might require special accommodations, please let me know and/ or the Disability Support Services office at 509-527-2366 or email [huetsu@wwc.edu](mailto:huetsu@wwc.edu).

## **XI. INTERNET RESOURCES**

The Blackboard web-based site will be utilized in this course. This site will provide various course documents, email, grades, and Internet resources. You may access the Blackboard at <http://class.wwc.edu> . Using a web browser (i.e., Netscape, Internet Explorer) enter the address provided for the Blackboard. You will then be asked to login with a username and password. Your username is the first four letters of your last name and the first two of your first name, for example, mine is crespa. Your password is your WWC ID number. This password may be changed once you have logged in. This process should give you access into the Blackboard. If you have technical problems, please contact Information Services at 509-527-2317, or the Director of Distance Education, Dave Bullock at 509-527-2520 or [bullda@wwc.edu](mailto:bullda@wwc.edu). There is also a Blackboard link on the home page of Walla Walla College at [www.wwc.edu](http://www.wwc.edu) under academics. Links to the WWC library may also be accessed at the homepage of the college.

## **XII. TECHNICAL SUPPORT**

There are numerous ways to contact me! Telephone, Email, Blackboard, or fax (see numbers listed below). E-mails will be responded to within 24 hours during the business week from Monday at 9:00 am to Friday at 4:00 pm. I will not be available on the weekend.

509-527-2705(offices)

509-527-2434 (fax)

[crespa@wwc.edu](mailto:crespa@wwc.edu) (E-mail)

<http://class.wwc.edu> (Blackboard – on-line office hours)

Telephone technical support is available during office hours through Information Services at 509-527-2317. For Email technical support with a response within 24 hours, contact the Director of Distance Learning, Dave Bullock at [bullda@wwc.edu](mailto:bullda@wwc.edu).

509-527-2317 (Information Services)

509-527-2520 (office, Director of Distance Learning)

[bullda@wwc.edu](mailto:bullda@wwc.edu) (e-mail, Director of Distance Learning)

<http://you.wwc.edu> (Distance learning information)

### **XIII. BIBLIOGRAPHY**

- Albert, V. (2000). Reducing welfare benefits: Consequences for adequacy of and eligibility for benefits. *Social Work, 45*(4), 300-311.
- Amidai, N. (1982). How to be an advocate in bad times. *Public Welfare, 40*, 37-42.
- Barber, J.G. (1995). Politically progressive casework. *Families in Society, 76*(1), 30-37.
- Buttrick, S.M. (1992). Failed policies: The crisis in child welfare. *Social Work Research and Abstracts, 28*(1), 3-4.
- Callahan, J. (1994). The ethics of assisted suicide. *Health and Social Work, 19*(4), 237-244.
- Crenshaw, W.B., Batell, P.A., & Lichtenberg, J.W. (1994). Proposed revisions to mandatory reporting laws: An exploratory survey of child protective services agencies. *Child Welfare, 37*(1), 15-27.
- Curtis, C.M. (1996). The multiethnic placement act: Implications for social work practice. *Child and Adolescent Social Work Journal, 13*(5), 401-410.
- Davidson, J.R. & Davidson, T. (1996). Confidentiality and managed care: Ethical and legal concerns. *Health and Social Work, 21*(3), 208-215.
- Davis, L.V. & Hagen, J.L. (1992). The problem of wife abuse: The interrelationship of social policy and social work practice. *Social Work 37*(1), 15-20.
- DeJong, G., & Batavia, A. (1990). The Americans with Disabilities Act and the current status of U.S. disability policy. *Journal of Disability Policy Studies, 1*(3), 65-75.
- Ezell, M. (1994). Advocacy practice of social workers. *Families in Society, 75*(1), 36-46.
- Fitzgerald, E. & McNutt, J. (1999). Electronic advocacy in policy practice: A framework for teaching technologically based practice. *Journal of Social Work Education, 35*(3), 331-341.
- Gerstel, N., Bogard, C.J., McConnell, J.J., & Schwartz, M. (1996). The therapeutic incarceration of homeless families. *Social Service Review, 70*(4), 543-572.
- Hagen, J.L. & Davis, L.V. (1992). Working with women: Building a policy and practice agency. *Social Work, 37*(6), 495-503.

Hansenfeld, Y. (1987). Power in social work practice. *Social Service Review*, 61, 469-483.

Hegar, R. & Scannapieco, M. (1995). From family duty to family policy: The evolution of kinship care. *Child Welfare*, 74(1), 200-216.

Humphreys, N.A., Lake, S.D., Demont, P., Hollidge, C., Mangiardi, J.N., Rudd, J., Stalker, C. & Twomey, J. (1993). Integrating policy and practice: The contribution of clinical social work. *Smith College Studies in Social Work*, 63(2), 177-185.

Jacobson, W. (2001). Beyond therapy: Bringing social work back to human services reform. *Social Work*, 46(1), 51-61.

Keegan Eamon, M. (2001). The effects of poverty on children's socioemotional development: An ecological systems approach. *Social Work*, 46(3), 256-266.

Kopels, S. & Kagel, J.D. (1993). Do social workers have a duty to warn? *Social Service Review*, 67(1), 10-26.

McMahon, A. & Allen-Meese, P. (1992). Is social work racist? A content analysis of recent literature. *Social Work*, 37(6), 533-539.

Mizrahi, T. & Rosenthal, B. (2001). Complexities of coalition building: Leaders' successes, strategies, struggles, and solutions. *Social Work*, 46(1), 63-78.

Moxley, D. (1992). Disability policy and social work practice. *Health and Social Work*, 17(2), 99-103.

Osman, H. & Perlin, T.M. (1994). Patient self-determination and the artificial prolongation of life. *Health and Social Work*, 19(4), 245-252.

Padilla, Y.C. (1997). Immigrant policy: issues for social work practice. *Social Work*, 42, 595-606.

Rocha, C. (2000). Evaluating experiential teaching methods in a policy practice course: The case for service learning to increase political participation. *Journal of Social Work Education*, 36(1), 53-78.

Rosen, A.L. & Persky, T. (1997). Meeting mental health needs of older people: Policy and practice issues for social work. *Journal of Gerontological Social Work*, 27(3), 45-54.

Segai, E.A. & Gustavsson, N. (1990). The high cost of neglecting children: The need for a preventive policy agenda. *Child and Adolescent Social Work Journal*, 7(6), 475-485.

Specht, H., & Courtney, M. (1994). *Unfaithful angels: How social work has abandoned its mission*. New York: Free Press.

Sosin, M. & Caulum, S. (1983). Advocacy: A conceptualization for social work practice. *Social Work, 28*, 12-17.

Taylor, B. & Taylor, A. (1996). Social work with transport disabled persons: A wayfinding perspective in healthcare. *Social Work in Health Care, 23*(4), 3-16.

Trolander, J.A. (1997). Fighting racism and sexism: The council on social work education. *Social Service Review, 71*(1), 110-125.

Weick, A. & Saleebey, D. (1995). Supporting family strengths: Orienting policy and practice toward the 21<sup>st</sup> century. *Families in Society, 76*(3), 141-149.

Wyers, N.L. (1991). Policy-practice in social work models and issues. *Journal of Social Work Education, 27*(3), 241-250.