

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
COURSE OUTLINE: WEEKLY FORMAT**

**Advanced Social Policy: Violence against Women & Children
19:910:584:XX
Fall, 2015**

Instructor Name

Office Address:

Phone:

E-mail:

Office Hours:

I. Catalog Course Description

Models of analysis applied to policies affecting adult and childhood survivors of physical, sexual, and other forms of violence. Addresses understanding of values and socio-political forces that define problems; populations affected; current policies and programs and their impact; service delivery and resource allocation; unmet needs; trends; and analysis of political processes and change strategies.

II. Course Overview

The purposes are to teach students skill of policy analysis as applied to adult and childhood survivors of physical, sexual, and other forms of violence; to help students understand the role of values, preferences and assumptions in the policy making process; to consider how structures, policies and other contextual factors affect policy development, policy implementation, and program delivery; and to analyze policies, programs or conditions that need changes as well as the opportunities for such change. Attention is given to problem definition, characteristics of populations at risk, and ways that policy issues are shaped through legislation and political processes.

Students will learn how to follow a line of inquiry, which will help them to answer fundamental questions about any proposed policy or program change:

1. Who is it supposed to help and how?
2. Will it do what it is supposed to do?
3. Do we want it? (Implications of costs and benefits?)
4. Is it feasible? How could we get it?

III. Place of Course in Program

This course is part of the Advanced Curriculum and covers the requirement for an advanced policy course. Successful completion of 19:910:504 and the rest of the Professional Foundation courses are a pre-requisite.

IV. Course Objectives

1. To understand how social problems are defined and how political values, ideologies, and power influence this process.
2. To understand the processes of social policy development including how practitioners and citizens can participate in the policy making process; how the political, social, economic, and organizational factors influence policy formulation and implementation; and the relationship between state and national policy.
3. To critically apply conceptual frameworks in the analysis of social policy through the examination of social policies and services for survivors of violence.
4. To understand the potential effects of social policy on the following: individual survivor's well-being; survivors from different ethnic or cultural groups; survivors from lower socioeconomic groups; families experiencing violence; communities and organizations; and social work practice.
5. To understand the social work skills and activities which promote social and economic justice.

V. School of Social Work Learning Goals.

Successful completion of this course will contribute to the student's ability to:

2.1.1—Identify as a professional social worker and conduct oneself accordingly.

- Learn about the importance of career-long learning and continuing education about policy and policy practice to insure the provision of services that are effective and in keeping with current best practices and social work ethics and values.
- Become aware of professional associations associated with social work policy, to promote professional identification and internalization of professional norms.

2.1.3—Apply critical thinking to inform and communicate professional judgments.

- Stay abreast of the most current advances in policies related to violence and abuse, and analyze their effectiveness and application to practice

- Engage in reasoned discernment to evaluate, select, and implement appropriate assessment, intervention, and evaluation tools for use with various target populations.

2.1.4—Engage diversity and difference in practice.

- Exchange current information about how policies impact diverse populations
- Demonstrate an ecological understanding of the transactional relationship between emotional/ behavioral difficulties and social problems such as violence, institutional racism, sexism, and homophobia, and incorporate this understanding into assessments and interventions.
- Apply the various policy models in ways that are culturally relevant to the needs of members of diverse and oppressed groups.

2.1.5—Advance human rights and social and economic justice.

- Assess how issues of privilege, social injustice and inequities in access to resources play a role in violence experienced by clients
- Utilize an integrative, anti-oppressive perspective to promote equitable access to services for vulnerable groups.

2.1.6—Engage in research-informed practice and practice-informed research.

- Stay abreast of research findings and evidence-based practices to inform practice

2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

- Demonstrate knowledge of social work policy and the law so as to how to use the policy process to advance social and economic justice and well-being for individuals, families and communities.

2.1.9—Respond to contexts that shape practice.

- Using an ecological model, understand the way that various contexts influence the occurrence of violence and the methods for assessment and intervention

2.1.10(d)—Evaluation

- Apply research skills to evaluate policies and programs.
- Communicate and disseminate evaluation results appropriate to the intended audience.
- Work collaboratively with evaluators/researchers to assess intervention efficacy and effectiveness.

VI. School-Wide Learning Goal

To prepare students for practice and leadership roles in the fields of social work and social welfare. This goal is operationalized using three of the ten Council on Social Work Education (CSWE) prescribed competencies. These competencies are as follows:

- Identify as a professional social worker and conduct oneself accordingly;
- Apply knowledge of human behavior and the social environment; and
- Apply critical thinking to inform and communicate professional judgement.

VII. Required Texts

There is no one textbook that is adequate for our purposes, given the breadth of our work on policies and programs affecting survivors of violence in this class. For this reason, we are going to be reading from a wide range of interdisciplinary books and journals. **Please note that you will select at least 2 articles or book chapters per session from the readings listed below; you are not required to read all of those listed.** Some articles or book chapters have been highlighted, reflecting an awareness needed for an assignment. **You will be asked to share your thoughts on the articles you read each week with your classmates.**

To access the readings, go to eCompanion (see section later in syllabus), which can be accessed at <http://rutgersonline.net>. Readings are listed in alphabetical order by author's name under the appropriate session and topic.

In addition, students are expected to read a major newspaper frequently, such as *The New York Times* (www.nytimes.com), *The Washington Post* (www.washingtonpost.com), and *the Wall Street Journal* (www.wsj.com), so that they are current with relevant federal and state issues that may be related to the course.

VIII. Course Requirements

Course Format:

Respect for others and Internet Etiquette. This course has room for multiple and diverse perspectives, and it is essential for us to treat each other with respect when opinions are shared. Language should be used which recognizes diversity and is respectful of others. During this course, it may be difficult to disguise references to specific organizations and people, so such information must stay in the classroom. Confidentiality is vital.

The use of cell phones (including text messaging), iPhones, blackberries, PDAs, or any similar type of electronic device is not permitted in class. Please turn them off prior to class. If there is an emergency and you need to leave your phone on, please turn it to vibrate and attend to the call in the hallway so that you will not disturb your colleagues. Laptops are permitted to take notes or review course handouts. Please be respectful to the instructor and your classmates and do not use your laptop to check email, Facebook, or search the internet.

Further, please remember that communicating online should not be any different from when you communicate in a face to face class. Please refrain from using internet slang, abbreviations and acronyms as not everyone will know them. Lastly, all communication should be courteous and professional. Here is a link to the 10 Best Rules of Netiquette: <http://voices.yahoo.com/10-best-rules-netiquette-1952570.html?cat=15>

Attendance. Students are expected to attend class (and be on time), which is essential for learning from lecture and class discussions, and for socialization to the profession of social work. Attendance and participation will affect 10% of the course grade. ***Students who miss more than 1 class may be asked to make up work from the sessions they missed. Students who miss more***

than 3 classes will not receive a passing grade for the class. Students who leave during the break will be marked as absent for that class. Absences because of religious holidays are allowed with prior permission from the instructor. Consistent lateness to class will also result in being marked absent.

It is University policy (University Regulation on Attendance, Book 2, 2.47B, formerly 60.14f) to excuse without penalty students who are absent from class because of religious observance, and to allow the make-up of work missed because of such absence. Examinations and special required out-of-class activities shall ordinarily not be scheduled on those days when religiously observant students refrain from participating in secular activities. Absences for reasons of religious obligation shall not be counted for purposes of reporting.

Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule.

Participation. This course will use a variety of learning methods, including lectures, films, guest presentations, and group exercises. Student participation is essential, and all students are encouraged to share ideas and questions. Class participation is critical and will comprise part of your final grade. Active participation is encouraged and includes coming to class prepared, critically analyzing the readings and lectures, voicing your thoughts, and reacting respectfully to others.

eCompanion. eCompanion is a course management program designed to aid in the communication and dissemination of course information and materials. These materials include the syllabus, assignments, and powerpoint handouts. Additionally, there are links to websites, an online gradebook, and opportunities to e-mail the instructor and your classmates (without knowing their e-mail address).

All correspondence, including submission of assignments and e-mail communications, will be conducted through eCompanion. Please ensure that the e-mail registered with the University is the e-mail you want to use for your correspondence. Should you have any questions specifically related to this course, please email help@ecollege.rutgers.edu or call 732-932-4702. For technical help 24 hours a day / 7 days a week, please contact helpdesk@ecollege.com or call 877-778-8437.

To find your course, go to <http://ecollege.rutgers.edu>. Your **Rutgers NetID** and password are the standard login credentials needed to access your courses.

Course assignments:

There are 3 assignments for this course. More details are provided in the assignment folder on the eCompanion website. All assignments are to be electronically posted in the Digital Drop Box on eCompanion no later than 11:30pm on the due date. Please save all of your assignments with the same document name: last_name.doc. (E.g. McMahon.doc.) All assignments MUST

be compatible with Microsoft Word. It is the student's responsibility to ensure that assignments left in the digital dropbox can be retrieved and read by the instructor. Once graded, I will post your assignment in the Digital Drop Box.

Please note: All assignments submitted must include the following at the end of the paper:

On my honor, I have neither received nor given any unauthorized assistance on this assignment.

Signature

Date

1) Current event discussion (15%). Each student is responsible for locating a current event in the news related to our class, to share information about the event with current classmates and to lead a brief discussion on the event.

2) Policy Brief (25%). Students will select a choice of pending legislation related to violence against women and children. They should become familiar with the legislation and its strengths or weaknesses, and develop a policy brief, usually written as a short position paper (or fact sheet) that provides evidence to support a particular position. A policy brief can provide public officials with valuable information about an issue that can help them justify their vote. Staff members and legislative committees often prepare policy briefs or fact sheets for lawmakers on particular issues. For this assignment, you will be required to develop a 2 page policy brief as well as a cover letter to your legislator, which should be mailed by **XX**. The letter and policy brief are due by **October XX**

*Your choice of pending legislation must be approved by the instructor by **DATE**.* Students will also make an **informal** in-class presentation on their policy brief. The assignment is due by 11:30pm on **DATE**. Presentations will be given in class on **DATE**.

3) Policy Analysis Paper (50%). For this assignment, you will critically analyze some aspect of a federal or state policy, using the Karger & Stoesz policy analysis framework discussed in class. Some examples of legislation include the Violence against Women Act, the Family Violence Option, Adoption and Safe Families Act (ASFA) or other policies related to this course. You are encouraged to choose a policy related to your field practicum. The paper will be handed in as 3 installments throughout the semester, following the Karger & Stoesz outline. Each installment will be 4-6 pages and includes the following:

- Introduction, Social problem addressed by policy: due **XX**, 10%
- History of the Policy, Description of the policy: due **XX**, 10%
- Policy analysis & Recommendations: Due **XX**, 30%

Grading

<u>Activity:</u>	<u>Value:</u>	<u>Due Date:</u>
Class Participation	10%	All Classes
Current Events	15%	
Policy Brief	25%	
Policy Analysis Paper	50%	
TOTAL:	100%	

Grading for this MSW course is as follows:

92-100 =	A	82-86 =	B	70-76 =	C
87-91 =	B+	77-81 =	C+	0-69 =	Failed (F)

** Scores to be rounded up at .5*

A = Exceptional or outstanding work; student demonstrates full understanding of material, displays unusual analytical and/or creative ability; extremely thorough work; must be well organized and conform to accepted standards of writing including correct grammar, accurate spelling, etc. Work is completed by due date.

B+ = Above average work in terms of understanding material and ability to apply material from lectures and readings to own proposed project. Work must be organized and conform to accepted standards of writing. Work is completed by the due date.

B = Good work; demonstrates understanding of material; written materials well organized and conforms to accepted standards of grammar, spelling, punctuation, etc. Work is completed by the due date.

C+ = Acceptable work but some disorganization and lack of critical analysis.

C = Reveals greater problems in applying the concepts and techniques to own work, and fails to cover some important point(s). Some problems in organizing and presenting written materials.

The quality of the writing as well as the content is important, so students should check spelling and grammar as well as sentence and paragraph construction. It is a very good idea to write a draft of your papers and then make an outline of your draft before preparing final versions. This helps assure that your paper is flowing in a coherent manner and that you are effectively making and supporting your main points.

Written work should meet basic standards of writing proficiency, and should conform to accepted standards of citation. The format found in the Publication Manual of the American Psychological Association (APA) should be used for all papers. If you are unsure of how to cite sources, please see the instructor. *Remember that plagiarism is a serious offense and violates the standards for academic integrity.* Written assignments are graded based on the following criteria:

- thoroughness and completeness of content;
- clarity and logic of presentation;
- evidence of critical thought; and

- quality of writing.

Late Assignments: All assignments are due at the beginning of class on the date assigned. Grades will be reduced by 10 points if the assignment is late. Assignments will not be accepted if late more than 1 week. (Exceptions will be made only in extreme circumstances and must be approved by the instructor **PRIOR** to the due date.) If a due date conflicts with a religious observance, please consult with the professor prior to the assignment's due date.

Incomplete grades: Incompletes will only be granted at the discretion of the instructor under special circumstances. It is the student's responsibility to request an Incomplete from the instructor before the end of the semester. A request signed by the student and the faculty member must be on file when grades are submitted.

IX. Library Resources

The Rutgers University library system contains a very impressive collection of resources and materials that will be of great assistance to you as you complete assignments for this class and your other graduate courses. Many of these materials can be accessed on-line. The university librarians offer free tutorials on using the in-library services and on-line search tools; understanding how to navigate these tools is vital for ensuring timely, thorough, and proficient completion of the assignments for this course.

On eCollege, there is a course that includes instructions to using the Rutgers' libraries.

Some library tools that may be of particular relevance to this course include a course found on eCollege (Instructions for using Rutgers' Libraries). Additionally, under the main library website, check out the following:

<http://www.libraries.rutgers.edu.proxy.libraries.rutgers.edu/rul/index.shtml>

- a. *The Electronic Reference Sources* under the Reference link. You can find on-line links for the APA Style Manual, assistance with grammar and writing, and many other useful connections under (see Style Manuals).
- b. *Subject Research Guides* under the Research Resources link. The *Social Work* category contains links to *Government Resources* (state and federal websites relevant to policy research) and numerous other resource sites and reference collections.
- c. *RefWorks*, a web-based bibliography and citation manager.

X. Course Evaluation

Rutgers University issues a survey that evaluates both the course and the instructor. This survey is completed by students toward the end of the semester; all answers are confidential and anonymous. An additional mid semester evaluation may be distributed.

You are also encouraged to provide me with feedback on the course content and format during each class session, as well as during my office hours: Are the material and concepts presented in

a clear manner? Is adequate time being given to individual topics? Are different learning styles being accommodated?

XI. Academic Integrity Policy

All work submitted in a graduate course must be your own.

It is unethical and a violation of the University's Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the APA citation style which is described in the Publication manual of the American Psychological Association, 6th edition.

Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Plato's comment..." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

Plagiarism as described in the University's Academic Integrity Policy is as follows: ***“Plagiarism:*** Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution”.

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct. The AIF that you should contact is Antoinette Y. Farmer, 848.932.5358. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>.

Turnitin is a program linked to eCollege that is a tool to prevent plagiarism and provide feedback to students and the instructor. Turnitin ensures original work by checking submitted papers against 14 billion web pages, 150 million student papers and leading library databases and publications. Over 50 percent of plagiarism comes from other student's work. Turnitin compares submitted papers to a database of over 150 million papers in the Turnitin paper database. Each day, the Turnitin student database grows by 150,000 papers. All papers submitted for this class will be automatically submitted to Turnitin for review. The instructor and the student will see the results of the review; should the paper be plagiarized, the instructor will automatically report the student for the violation. Hence, students are encouraged to submit their papers to Turnitin to get feedback PRIOR to submitting the paper to be graded.

XII. Disability Accommodation

Please Note: Any student who believes that s/he may need an accommodation in this class due to a disability should contact the University Office of Disability Services, Lucy Stone Hall, Livingston Campus 54 Joyce Kilmer Avenue, Suite A145, Piscataway, NJ 08854-8045, email address: dsoffice@rci.rutgers, Phone: (848) 445-6800, fax: (732) 445-3388, for a letter of accommodation. (Undergraduate New Brunswick students should contact the Coordinator for Students with Disabilities for their College.) Students who are taken courses in Camden should contact Mr. Tim S. Pure, Assistant Director/Disability Services Coordinator, Rutgers-Camden Learning Center, Armitage, Hall, Room 231, 311 N. 5th Street, Camden, NJ 08102, email address: tpure@camden.rutgers.edu. Students who are taken courses in Newark should contact Ms. Genevieve Sumski, Disability Services Coordinator, Robeson Campus Center-Newark, 350 ML King, Jr. Boulevard, Newark, NJ 07102-1898.. Any student, who has already received a letter of accommodation, should contact the instructor privately to discuss implementation of his/her accommodations immediately. Failure to discuss implementation of accommodations with the instructor promptly may result in denial of your accommodations.

XIII. Inclement Weather Policy

In the event of inclement weather, students should call the University to see if classes have been cancelled. If the University is operating, the instructor will attend class. Students should contact the instructor if weather or driving conditions make it impossible for them to get to class so that accommodations can be made as necessary.

XIV. Audio & Video Taping Policy

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

XV. Course Content and Reading Assignments (readings due on the date listed below)

Session One:

Topics: Course Overview

Session Two:

Topics: Understanding Public Policy & Relationship to Social Work; Role of State & Federal Governments

Readings:

Barusch, A. S. (2002). Social justice and social workers. In A. S. Barusch (Ed.), *Foundations of social policy: Social justice, public programs, and the social work profession* (pp. 3-23). Itasca, IL: F.E. Peacock Publishers, Inc.

Chapin, R. (2007). Social work and social policy: A strengths perspective. In R. Chapin (Ed.), *Social policy for effective practice: A strengths approach* (pp. 1-21). New York, NY: McGraw-Hill.

Day, P. J. (2003). Values in social welfare. In P. J. Day (Ed.), *A new history of social welfare* (4th ed., pp. 1-26). Boston: Allyn & Bacon.

DiNitto D.M. (2007). Politics, rationalism, and social welfare. In D.M. DiNitto, *Social welfare: Politics and public policy* (6th ed., pp. 1-35). Boston: Allyn & Bacon.

Heffernan, K., Blythe, B., & Nicolson, P. (2014). How do social workers understand and respond

to domestic violence and relate this to organizational policy and practice?. *International Social Work*, 57(6), 698-713. doi:10.1177/0020872812453188

Karger, H.J. & Stoesz, D. (2008). Privatization and human service corporations. In H.J. Karger & D. Stoesz, *American social welfare policy* (5th ed., pp.168-204). Boston: Allyn & Bacon.

Session Three:

Topic: Social Change & Advocacy Skills

Readings:

Blau, J. (2004). Chapter 6: Social movements and social change. In *The dynamics of social welfare policy*.(pp.174-219). New York: Oxford University Press.

Collins, M. E., Garlington, S., & Cooney, K. (2015). Relieving human suffering: Compassion in social policy. *Journal of Sociology & Social Welfare*, 42(1), 95-120.

Ezell, M. (2001). Understanding advocacy. In M. Ezell, *Advocacy in the human services* (pp. 20-36). United States: Brooks/Cole.

Ezell, M. (2001). Legislative advocacy. In M. Ezell, *Advocacy in the human services* (pp. 74-97). United States: Brooks/Cole.

Haynes, K. S. & Mickelson, J. (2006). *Affecting Change: Social Workers in the Political Arena*. Fourth Edition. Boston: Allyn & Bacon. Chapters 6 & 7.

Hoefler, R. (2006). Chapter 2: Social justice and advocacy practice. In *Advocacy practice for social justice* (pp. 20-35). Chicago: Lyceum Books.

Lens, V. (2005). Advocacy and argumentation in the public arena: A guide for social workers. *Social Work*, 50(3), 231-238.

Mosley, J. E. & Ros, Al. (2011). Nonprofit agencies in public child welfare: Their role and involvement in policy advocacy. *Journal of Public Child Welfare*, 5, 297-317.

Sherraden, M. S., Slosar, B. & Sherraden, M. (2002). Innovation in social policy: Collaborative policy advocacy. *Social Work*, 47(3), 209-223.

Session Four:

Topic: Policy Analysis Frameworks / Policy Making and Agendas

Readings:

- Chambers, D. E., & Wedel, K. R. (2005). *Social policy and social programs: A method for the practical public policy analyst* (4th ed.). Boston: Allyn & Bacon. Chapters 1-3.
- Chapin, R. (2007). Tools for determining need and analyzing social policy. In R. Chapin, *Social policy for effective practice: A strengths approach* (pp. 119-144). New York, NY: McGraw-Hill.
- DiNitto, D. & Cummins, L. (2007). Implementing and evaluation social welfare policy: What happens after a law is passed. In D. DiNitto, *Social welfare: Politics and public policy* (pp. 511-542). Boston: Allyn & Bacon.
- Jansson, B.S. (2003). Committing to an issue: Building agendas. In B.S. Jansson, *Becoming an effective policy advocate: From policy practice to social justice* (pp. 140-165). Pacific Grove, CA: Brooks/Cole Publishing Company.
- Karger, H. J., & Stoesz, D. (2008). Social welfare policy research: A framework for policy analysis. In H.J. Karger & D. Stoesz, *American social welfare policy* (5th ed., pp. 25-37). Boston: Allyn & Bacon. Chapter 2. (REQUIRED FOR ALL STUDENTS)**
- Karger, H. J., & Stoesz, D. (2008). The making of governmental policy. In H.J. Karger & D. Stoesz, *American social welfare policy* (5th ed., pp. 205-231). Boston: Allyn & Bacon. Chapter 8.
- Quinn, P. (1996). Identifying gendered outcomes of gender-neutral policies. *Affilia*, 11(2), 195-206.
- Rome, S. H., & Hoehstetter, S. (2010). Social Work and Civic Engagement: The Political Participation of Professional Social Workers. *Journal Of Sociology & Social Welfare*, 37(3), 107-129.
- Stein, T.J. (2001). Policy making. In T.J. Stein, *Social policy and policymaking by the branches of government and the public at large* (pp. 115-126). New York: Columbia University Press.
- Weiss-Gal, I. (2013). Policy practice in practice: The inputs of social workers in legislative committees. *Social Work*, 58(4), 304-313.
- Woodford, M. R. (2010). Successful community-government collaborative policy making: A case study of a workgroup to improve income support services to victims of intimate violence. *Journal of Policy Practice*, 9, 96-113.

Session Five:

Topic: **Application of Policy Analysis Frameworks**
Readings:

Postmus, J. L. (2000). Analysis of the Family Violence Option: A strengths perspective. *Affilia*, 15(2), 244-258.

Goshin, L. S., & Byrne, M. W. (2009). Converging streams of opportunity for prison nursery programs in the United States. *Journal Of Offender Rehabilitation*, 48(4), 271-295. doi:10.1080/10509670902848972

Session Six:

Topic: Child Welfare Policy History

Readings:

Ayón, C. & Aisenberg, E. (2010). Negotiating cultural values and expectations within the public child welfare system: A look at familismo and personalismo. *Child and Family Social Work*, 15(3), 335-344.

Berger, B. R. (2015). In the name of the child: Race, gender, and economics in adoptive couple v, baby girl. *Florida Law Review*, 67(1), 295-362.

Crosson-Tower, C. (2007). Protecting children when families cannot: Child abuse and neglect. In C. Crosson-Tower, *Exploring child welfare: A practice perspective* (4th ed., pp. 184-227). Boston: Allyn & Bacon.

DePanfilis, D. (2005). Child Protective Services. In G. P. Mallon & P. McCartt Hess (Eds.). *Child welfare for the 21st century*. New York: Columbia University Press, pp. 290-301.

Downs, S.W., Moore, E. & McFadden, J. (2009). Family preservation services. In S.W. Downs, E. Moore, & J. McFadden, *Child welfare and family services: Policies and practice* (8th ed., pp. 240-272). Boston: Allyn & Bacon.

Levi, B. H. & Portwood, S. G. (2011). Reasonable suspicion of child abuse: Finding a common language. *Journal of Law, Medicine and Ethics*, 62-69.

Pleck, E. (1987). Parental tyranny. In E. Pleck, *The making of American social policy against family violence from colonial times to present* (pp. 34-48). New York, NY: Oxford University Press.

Pleck, E. (1987). Pediatric Awakening. In E. Pleck, *The making of American social policy against family violence from colonial times to present* (pp. 164-181). New York, NY: Oxford University Press.

Saar, M. S., Epstein, R., Rosenthal, L., & Vafa, Y. (2015). *The sexual abuse to prison pipeline: The girls' story*. Washington, D.C.: Georgetown Center on Poverty and Inequality.

Sribnick, E. G. (2011). The Origins of Modern Child Welfare: Liberalism, Interest Groups, and the Transformation of Public Policy in the 1970s. *Journal Of Policy History*, 23(2), 150-176. doi:10.1017/S0898030611000029

Session Seven:

Topic: Adolescents & Child Welfare Policy

Readings:

Atkinson, M. (2008). Aging out of foster care: Towards a universal safety net for former foster care youth. *Harvard Civil Rights-Civil Liberties Law Review*, 43, 183-212.

Avery, R. J. (2010). An examination of theory and promising practice for achieving permanency for teens before they age out of foster care. *Children and Youth Services Review*, 32, 399-408.

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Topic: In depth: Policy analysis of Megan's Law

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Topic: Child & Women Trafficking Policies

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Session Fourteen:

Topic: Presentations
Readings: None Required

Session Fifteen:

Topic: Course Summary & Presentations
Readings: None Required