RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK

Advanced Social Policy: Violence against Women & Children
19:910:584: XX
Fall 2019

Instructor Name
Office Address:
Phone:
E-mail:
Office Hours:

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.

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?

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.

Program Level Learning Goals and the Council of Social Work Education's
Social Work Competencies

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE's accreditation standards can be reviewed at www.cswe.org.

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. *These competences serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.*

This course will assist students in developing the following competencies:

Competency 3: Advance Human Rights and Social, Economic and Environmental Justice.
Social work practitioners engaged in management and policy are committed to assuring that the work of the organization or community in which they practice, and the policies for which they advocate and implement, respect and advance the rights of all those served, all those employed therein, and all those impacted by that work. They are aware of major laws and court decisions that affect such rights in their work. They are knowledgeable about social inequalities, human rights violations, and other forms of oppression in the communities they serve and their root causes

Accordingly they are able to develop and implement policies and training to assure such rights are fully accepted and integrated into the organization and its culture. They have the skills to understand how policies oppress the rights of others and recognize how these polices may not advance social, economic, or environmental justice; and how such policies may be amended to protect and further human rights and social, economic and environmental justice. Social workers engaged in management and policy practice reflect on their reactions to these injustices and discuss them with their colleagues and others in a professional manner.

Competency 4: Engage in Practice-informed Research and Research-informed Practice.
Social work practitioners engaged in management and policy recognize the value of adapting evidence-informed programs and services for the organization and community in which they practice. They also understand the value of using scientific evidence to inform the policies that they advocate and implement. They seek to achieve the best possible outcomes for those they

serve and recognize that the most effective manner to achieve this end is to employ those services and programs that have demonstrated positive results as documented by research and evaluation conducted consistent with sound scientific methods. Social workers practicing in management and policy positions use research conducted by their staff or appropriate and qualified third parties on the programs and services provided by their organization or community in order to contribute to the body of knowledge relative to evidence-informed interventions. They have the skills and knowledge to identify qualified staff and third parties to conduct evaluations on the programs and services provided by their organization. Social workers engaged in management policy practice can reflect on the processes used to collect and analyze data from evaluations where the results are not what they expected, and can present these findings in a non-judgmental manner to board members and other constituents.

Competency 5: Engage in Policy Practice. Social work practitioners engaged in management and policy fully understand the process through which social welfare policy is developed, the underlying values and ideologies that guide policy choices, and the impacts that social welfare policies may have on individuals, families, organizations, and communities. They recognize their roles and responsibilities in participating in policy development, implementation, and analysis. They engage in policy practice at the mezzo and macro level to promote equality, social justice, and human rights. They recognize how policies may enhance or limit disproportionality in life outcomes or status such as morbidity, mortality, poverty, incarceration and others. Social workers engaged in management and policy practice consistently reflect on the unintended consequences of policies and can develop strategies to address these consequences.

Assessment of Competencies/Program Level Learning Goals: Because this course focuses on providing you with the knowledge, skills, and values for you to 1) advance human rights and social, economic, and environmental justice and 2) engage in policy practice, it has been selected be to part of the School of Social Work overall assessment program. This means that one of the course assignments, the policy brief, has been designed to assess your attainment of the competencies.

Course Learning Goals

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses policy analysis skills and competencies as well as addresses human rights and social, economic and environmental justice through the study of the evolution of the US welfare state and the emergence of the social work profession.

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

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 <u>analysis of social policy</u> through the examination of social policies and services for survivors of violence.

4. To understand the potential <u>effects of social policy</u> 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.

School of Social Work Mission Statement and School Wide Learning Goals

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

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 Canvas, which can be accessed at canvas.rutgers.edu. 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.

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.

Canvas. Canvas 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 Canvas. 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@canvas.rutgers.edu or call 877-361-1134.

Course assignments:

There are 3 assignments for this course. More details are provided in the assignment folder on the Canvas website. All assignments are to be electronically posted in Canvas 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

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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 <mark>DATE</mark>. Students will also make an *informal* in-class presentation on their policy brief.   The assignment is due by 11:30pm on <mark>DATE</mark>. Presentations will be given in class on <mark>DATE.</mark>

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 <mark>XX,</mark> 10%
- History of the Policy, Description of the policy: due <mark>XX,</mark> 10%
- Policy analysis & Recommendations: Due <mark>XX,</mark> 30%

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Grading

Activity:	Value:	Due Date:
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.

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.

Other required readings can be accessed through the RU Libraries electronic reserve system at https://www.libraries.rutgers.edu/. In the QuickSearch box on the Libraries homepage, type the Course NAME or the Course Number (Social Welfare Policy and Service 1 19:910:504) and select Course Reserves in the autofill drop down).

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.

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?

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 Laura Curran, at lacurran@ssw.rutgers.edu. 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: Plagiarism is a program linked to Canvas that is a tool to prevent plagiarism and provide feedback to students and the instructor. Turnitin: Plagiarism 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: Plagiarism compares submitted papers to a database of over 150 million papers in the Turnitin: Plagiarism paper database. Each day, the Turnitin: Plagiarism student database grows by 150,000 papers. All papers submitted for this class will be automatically submitted to Turnitin: Plagiarism 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: Plagiarism to get feedback PRIOR to submitting the paper to be graded.

Disability Accommodation

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines.
If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

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.

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.

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

Week One: Introductions and Course Overview

Week Two: Defining Social Welfare Policies, & the Role of Social Workers

Course Objective
To understand the social work skills and activities which promote social and economic justice.

Module Learning Objective

- To assess own philosophical approach, skills and activities and determine strengths and limitations in these areas
- To outline role that the social work profession has in policy development

Learning Resources & Materials
    Readings

Barusch, A. S. (2006). Chapter One: Social justice and social workers. In A. S. Barusch (Ed.), *Foundations of social policy: Social justice, public programs, and the social work profession* (2ⁿᵈ Ed.). Belmont, CA: Thomson. **(Can be found in e-Reserves at Library)**

Blau, J. & Abramovitz, M. (2014). Chapter 2: Definition and Function of Social Welfare Policy: Setting the Stage for Social Change. *The Dynamics of Social Welfare Policy*. New York: Oxford University Press. **(Can be found in e-Reserves at Library)**

Online Resources:
Hanauer, A. (2015, May 15). *The Influence of Policy*. Retrieved from:
    https://www.youtube.com/watch?v=iBRxl3Klhj0

Jackson, D. (2016, May 12) *Problem-Oriented Policing: Where Social Work Meets Law Enforcement*. Retrieved from https://www.youtube.com/watch?v=wK8glFZuQw8

Week Three: Social Change & Advocacy Skills

Course Objective
To understand the social work skills and activities which promote social and economic justice.

Module Learning Objective
- To learn about various types of advocacy and the role of social workers

Learning Resources & Materials
    Readings:

Lane, S.R., Ostrander, J., Rhodes Smith, T. (2017). 'Politics Is Social Work with Power': Training Social Workers for Elected Office. *Social Work Education, 37*, 1-16.

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

Rome, S. H., & Hoechstetter, S. (2010). Social Work and Civic Engagement: The Political Participation of Professional Social Workers. *Journal of Sociology & Social Welfare*, *37*(3), 107-129.

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

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. **(Can be found in e-Reserves at Library)**

> *Online Resources:*

Tongco, T. (2016). How to Make Your Congressman Listen to You. Retrieved from attn.

Victor, D. (2016). Here's Why You Should Call, Not Email, Your Legislators. *The New York Times.*

Week Four: Defining Social Problems, Policy Making, Agendas, & Values

Course Objectives
- To understand how **social problems** are defined and how political values, ideologies, and power influence this process.
- 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.

Module Learning Objective
- To discuss the role of ideology and values in defining social problems
- To identify core American values that undergird the formation of social welfare policies in the U.S.
- To outline how policies are created and the role of social workers in participating in that process
- To determine the values and other factors that influence how a policy is created

Learning Resources & Materials
> *Readings:*

Blau, J. & Abramovitz, M. (2014). Chapter 6: Social movements and social change. In *The dynamics of social welfare policy*. New York: Oxford University Press. **(Can be found in e-Reserves at Library)**

Chambers, D. E., & Wedel, K. R. (2009). Chapter 1: Analyzing the Social Problem Background of Social Policies and Social Programs. *Social policy and social programs: A method for the practical public policy analyst* (5th ed.). Boston: Allyn & Bacon. **(Can be found in e-Reserves at Library)**

Hilgartner, S. & Bosk, C.L. (1988). The rise and fall of social problems: A public arenas model. *The American Journal of Sociology, 94*(1), 53-78.

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* (5th Ed.). (pp. 140-165).

Pacific Grove, CA: Brooks/Cole Publishing Company. **(Can be found in e-Reserves at Library)**

Karger, H. J., & Stoesz, D. (2008). Chapter 8: The making of governmental policy. In H.J. Karger & D. Stoesz, *American social welfare policy* (5th ed.). Boston: Allyn & Bacon. **(Can be found in e-Reserves at Library)**

Scherrer, J. L. (2012). The United Nations Convention on the Rights of the Child as Policy and Strategy for Social Work Action in Child Welfare in the United States. *Social Work*, *57*, 11–22.

Week Five: Policy Analysis Frameworks

Course Objective
- To critically apply conceptual frameworks in the **analysis of social policy** through the examination of social policies and services for survivors of violence.

Module Learning Objective
- To describe differences in policy analysis frameworks
- To describe and understand the key elements in every policy

Learning Resources & Materials
    Readings:

REQUIRED FOR ALL STUDENTS:
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.

Pick one or more additional articles:

The Value-Critical Framework:
Chambers, D. E., & Wedel, K. R. (2005). Chapter 2: An overview of a style of policy analysis. In *Social policy and social programs: A method for the practical public policy analyst* (5th ed.). Boston: Allyn & Bacon. **(Can be found in e-Reserves at Library)**

The Strengths Framework:
Chapin, R. (2007). Chapter 5: Tools for determining need and analyzing social policy. In R. Chapin, *Social policy for effective practice: A strengths approach*. New York, NY: McGraw-Hill. **(Can be found in e-Reserves at Library)**

Intersectionality-Based Framework:

Hankivsky, O. (2012). *An Intersectionality-Based Policy Analysis Framework*. Vancouver, BC: Institute for Intersectionality Research and Policy, Simon Fraser University. (focus on pp. 7-46).

Week Six: History of Violence against Children & Adolescents & Policy Evolution

Course Objective
- 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.

Module Learning Objective
- To identify trends in violence against children and adolescents over time
- To know violence against children and adolescents laws in own state

Learning Resources & Materials
> *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.

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.

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). Pediatric Awakening. In E. Pleck, *Domestic tyranny: The making of American social policy against family violence from colonial times to present* (pp. 164-181). New York, NY: Oxford University Press. **(Can be found in e-Reserves at Library)**

Scott, T. (2012). Transitioning youth: Policies and outcomes. *Children and Youth Services Review, 35,* 218-227.

Simmel, C. (2012). Highlighting adolescents' involvement with the child welfare system: A review of recent trends, policy developments, and related research. *Children and Youth Services Review, 34*, 1197-1207.

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

Online Resources:

Fifield, J. (2017). [Why child abuse in military families may go unreported.](#) Retrieved from PBS.

Sanders, D. (2017). [Policy and Practice Changes Form around National Strategy to Reduce Fatalities and Improve Child Safety.](#) Retrieved from The Chronicle of Social Change.

Week Seven: Implementation & Evaluation of Child Welfare Policies

Course Objective
- 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.

Module Learning Objective
- To demonstrate understanding of how evaluation of policy is needed for effective implementation
- To demonstrate how the evaluation of policy implementation in influenced by values

Learning Resources & Materials
   Readings:

Anyon, Y. (2011). [Reducing racial disparities and disproportionalities in the child welfare system: Policy perspectives about how to serve the best interests of African American youth](#). *Children and Youth Services Review, 33*, 242-253.

Douglas, E. M. & McCarthy, S. C. (2011). Child maltreatment and fatalities: Predicting rates and the efficacy of child welfare policy. *Journal of Policy Practice, 10*(2), 128-143. **(Can be found in e-Reserves at Library)**

Humphrey, K. R., Turnbull, A. P., Turnbull, H. R. (2006). [Impact of the Adoption and Safe Families Act on youth and their families: Perspectives of foster care providers, youth with emotional disorders, service providers, and judges](#). *Children and Youth Services Review, 28*, 113-132.

Lee, S.J., Sobeck, J.L., Djelaj, V., & Agius, E. (2013). [When practice and policy collide: Child welfare workers' perceptions of investigation processes](#). *Children and Youth Services Review, 35, 634-641.*

Lloyd, E. C., & Barth, R. P. (2011). Developmental outcomes after five years for foster children returned home, remaining in care, or adopted. *Children and Youth Services Review*, *33*(8), 1383-1391.
http://login.proxy.libraries.rutgers.edu/login?url=http://dx.doi.org/10.1016/j.childyouth.2011.04.008

Overcamp-Martini, M. A. & Nutton, J. S. (2009). CAPTA and the residential placement: A survey of state policy and practice, *Child Youth Care Forum, 38*, 55-68.

Phillips, C. M., & Mann, A. (2013). Historical Analysis of the Adoption and Safe Families Act of 1997. *Journal of Human Behavior In The Social Environment*, *23*(7), 862-868. **(Can be found in e-Reserves at Library)**

Whitt-Woosley, A., & Sprang, G. (2014). When Rights Collide: A Critique of the Adoption and Safe Families Act from a Justice Perspective. *Child Welfare*, *93*(3), 111-134.

Online Reports & Resources:
Ashby, C. M. (2007). Child Welfare: HHS Actions Would Help States Prepare Youth in the Foster Care System for Independent Living: GAO-07-1097T. *GAO Reports*, 1.

Child Welfare Information Gateway. (2016). Major Federal Legislation Concerned With Child Protection, Child Welfare and Adoptions.

National Conference of State Legislatures (2012). State Child Welfare Legislation 2010 and 2011.

Office of the Assistant Secretary for Planning and Evaluation. (2005). Federal Foster Care Financing: How and Why the Current Funding Structure Fails to Meet the Needs of the Child Welfare Field. *ASPE Issue Brief*. Retrieved July 30, 2008 from

Plummer, C. (2013). Using policies to promote child sexual abuse prevention: What is working? Harrisburg, PA: VAWnet, a project of the National Resource Center on Domestic Violence. Retrieved June 24, 2013.

Week Eight: In Depth: Policy analysis of Megan's Law

Course Objective
To critically apply conceptual frameworks in the **analysis of social policy** through the examination of social policies and services for survivors of violence.

Module Learning Objective
- To apply a specific policy analysis framework to Megan's Law

Learning Resources & Materials
Readings:
Bonnar-Kidd, K. K. (2010). Sexual offender laws and prevention of sexual violence or recidivism. *American Journal of Public Health, 100*(3), 412-419.

Calley, N. G. (2008). Juvenile sex offenders and sex offender legislation: Unintended consequences. 72 Fed. Probation 37.

Levenson, J. S. & Cotter, L. P. (2005). The effect of Megan's Law on sex offender reintegration. *Journal of Contemporary Criminal Justice, 21*, 49-66

Maurelli, K., & Ronan, G. (2013). A time-series analysis of the effectiveness of sex offender notification laws in the USA. *Journal of Forensic Psychiatry & Psychology*, 24(1), 128-143.

Meloy, M., Curtis, K., & Boatwright, J. (2013). The sponsors of sex offender bills speak up: Policy makers' perceptions of sex offenders, sex crimes, and sex offender legislation. *Criminal Justice and Behavior, 40*(4), 438-452.

Sample, L. L. (2011). Impacts of sex offender notification on community behavior: The need to debate the fate of sex offender community notification laws. *Criminology & Public Policy, 10*(2), 265-274.

Schiavone, S. K. & Jeglic, E. L. (2008). Public perception of sex offender social policies and the impact on sex offenders. *International Journal of Offender Therapy and Comparative Criminology, 53*, 679.

Week Nine: History of Domestic Violence & Policy Evolution

Course Objective
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.

Module Learning Objective
- To identify trends in domestic violence over time
- To know domestic violence laws in own state

Learning Resources & Materials
   Readings:

Bohmer, C., Brandt, J., Bronson, D., & Hartnett, H. (2002). Domestic violence law reforms: reactions from the trenches. *Journal of Sociology and Social Welfare, 29*(3), pp. 71-87.

Davis, L.V. (1987). Battered women: the transformation of a social problem. *Social Work, 32*(4), 306-311.

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.

Kearns, M. C., Reidy, D. E., & Valle, L. A. (2015). The role of alcohol policies in preventing intimate partner violence: A review of the literature. *Journal of Studies On Alcohol & Drugs*, *76*(1), 21-30.

Modi, M. N., Palmer, S., & Armstrong, A. (2014). The role of Violence Against Women Act in addressing intimate partner violence: A public health issue. *Journal of Women's Health (15409996)*, *23*(3), 253-259. doi:10.1089/jwh.2013.4387

Pleck, E. (1987). Assault at home. In E. Pleck, *Domestic Tyranny*: *The making of American social policy against family violence from colonial times to present* (pp. 182-200). New York, NY: Oxford University Press. **(Can be found in e-Reserves at Library)**

Online Reports and Resources:
Goldberg, H. (2017). Revenge Porn: When Domestic Violence Goes Viral. Retrieved from *Self*.

National Network to End Domestic Violence. (n.d.) *The Violence Against Women Reauthorizaton Act of 2013: Summary of changes*.

Taub, A. (2016). Control and Fear: What Mass Killings and Domestic Violence Have in Common. *The New York Times*.

Week Ten: History of Sexual Assault & Policy Formation

Course Objective
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.

Module Learning Objective
- To identify trends in sexual assault over time
- To know sexual assault laws in own state

Learning Resources & Materials
   Readings:
Bevacqua, M. (2000). Historical development: Rape on the public agenda. In M. Bevacqua, *Rape on the public agenda: Feminism and the politics of sexual assault* (pp. 111-151). Boston: Northeastern University Press. **(Can be found in e-Reserves at Library)**

Clay-Warner, J., & Burt, C. H. (2005). Rape reporting after reforms: Have times really changed? *Violence Against Women, 11*(2), 150-176.

Cunningham, S., Shah, M. (2018). Decriminalizing Indoor Prostitution: Implications for Sexual
Violence and Public Health. *The Review of Economic Studies*, *85* (3), 1683-1715.

Donat, P.L.N. & D'Emilio, J. (1997). A feminist redefinition of rape and sexual assault:
Historical foundations and change. In L.L. O'Toole and J.R. Schiffman (Eds.), *Gender
violence: Interdisciplinary perspectives* (pp. 184-193). New York, NY: New York
University Press. **(Can be found in e-Reserves at Library)**

Russell, D.E.H. & Bolen, R.M. (2000). *The epidemic of rape and child sexual abuse in the
United States*. Thousand Oaks, CA: Sage Publications. Chapter 1. **(Can be found in e-
Reserves at Library)**

Online Resources:

Baker, K. (2016). Here is the powerful letter the Stanford victim read aloud to her attacker.
Retrieved from Buzzfeed.

Brodsky, A., & Simonich, C. (2016, August 11). Helping Rape Victims After the Brock Turner
Case. *The New York Times.*

Hill, A. (1991). Anita Hill, opening statement to the Senate Judiciary Committee.
Retrieved from americanrhetoric.com.

"Not Alone" The first report of the White House Task Force to protect students from sexual
assault. (2014). Retrieved from justice.gov

Prinnie. (2012). Big Red players accused of rape & kidnapping. Retrieved from prinniefied.com.

Smolowe, J. (1991). Sex, lies, and politics. Retrieved from Time.

Consent Tea

Week Eleven: Policies Related to Violence against Immigrant Women

Course Objective
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.

Module Learning Objective
- To identify trends in VAW and immigration over time
- To know VAW and immigration laws in own state

Learning Resources & Materials

Readings:

Bhuyan, R. (2008). The production of the "battered immigrant" in public policy and domestic violence advocacy. *Journal of Interpersonal Violence, 23*(2), 153-170.

Freedman, J. (2010). Protecting women asylum seekers and refugees: From international norms to national protection? *International Migration, 48*(1), 176-198.

Gonçalves, M., & Matos, M. (2016). Prevalence of Violence against Immigrant Women: A Systematic Review of the Literature. *Journal Of Family Violence*, *31*(6), 697-710.

Ingram, M., McClelland, J., Martin, J., Caballero, M. F., Mayorga, M. T. & Gillespie, K. (2010). Experiences of immigrant women who self-petition under the Violence Against Women Act. *Violence Against Women, 16*(8), 858-880.

Mendelson, M. (2004). The legal production of identities: a narrative analysis of conversations with battered undocumented women. *Berkeley Women's Law Journal*,*19*(1), 138-216.

Olivares, M. (2014). Battered by law: The political subordination of immigrant women. *American University Law Review*, *64*(2), 231.

Ortega, D. M., Graybill, L., Lasch, C.N. (2015). Enacting and Sustaining Trauma and Violence Through Policy Enforcement. *Affilia: Journal of Women and Social Work*. *30*. 281–285. **(Please note this is a new article for Fall 2018)**

Sokoloff, N. J., & Pearce, S. C. (2011). Intersections, Immigration, and Partner Violence: A View From a New Gateway-Baltimore, Maryland. *Women & Criminal Justice*, *21*(3), 250-266.

Online resources:

Goldberg, H. (2017, June 2). How Harsh Immigration Policies Put Domestic Violence Survivors In Great Danger. Retrieved from *Self.*

Southall, A. (2017, May 25). Police Must Tackle Language Barrier in Domestic Abuse Cases. *The New York Times.*

Week Twelve: Human Sex Trafficking & Policy Development

Course Objective

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.

Module Learning Objective

- To identify trends in trafficking over time

- To know trafficking laws in own state

Learning Resources & Materials
    Readings:
Blanchfield, L., Margesson, R., Salaam-Blyther, T., Serafino, N.M., & Sun Wyler, L. (2011). *International violence against women: U.S. response and policy issues*. Washington, DC: Congressional Research Service. Retrieved from

Butler, C. N. (2014). Making the grade: The U.S. TIP report and the fight against domestic child sex trafficking. *SMU Law Review*, 67(2), 341-369.

Farrell, A., Owens, C., & McDevitt, J. (2014). New laws but few cases: understanding the challenges to the investigation and prosecution of human trafficking cases. *Crime, Law and Social Change, 61*(2), 139-168.

Gulati, G. J. (2010). News frames and story triggers in the media's coverage of human trafficking. *Human Rights Review, 12*, 363-379.

Hasselbarth, N. J. (2014) Emerging victimhood: Moving towards the protection of domestic juveniles involved in prostitution. Duke Journal of Gender Law & Policy, 21, 401-416.

Jones, T. R., & Kingshott, B. F. (2016). A feminist analysis of the American criminal justice system's response to human trafficking. *Criminal Justice Studies*, *29*(3), 272. **(Can be found in e-Reserves at Library)**

Logan, T. K., Walker, R., and Hunt, G. (2009), Understanding human trafficking in the United States. *Trauma, Violence & Abuse, 10*(1), 3-30.

Mendel, J., & Sharapov, K. (2016). Human Trafficking and Online Networks: Policy, Analysis, and Ignorance. *Antipode*, *48*(3), 665-684.

Miller, M. J. & Wasileski, G. (2011). An underappreciated dimension of human trafficking; Battered and trafficked women and public policy. *Human Rights Review, 12*, 301-314.

Okech, D., Morreau, W. & Benson, K. (2011). Human trafficking: Improving victim identification and service provision. *International Social Work, 55(4), 488-503*.

Sadruddin, H., Walter, N. and Hidalgo, J. (2005). Human trafficking in the United States: Expanding victim protection beyond prosecution witnesses. *Stanford Law & Policy Review, 16*(2), 379-416.

Treuthart, M. P. (2015). No woman, no cry - Ending the war on women worldwide and the international Violence Against Women Act (I-VAWA). *Boston University International Law Journal*, (1), 73.

Zack, S. (2011). Domestic minor sex trafficking: The challenges faced in prosecuting those who prey on America's youth. *Journal of Applied Research on Children: Informing Policy for Children at Risk, 2*(1), 1-4.

Online Reports
Adams, W., Owens, C., & Small, K. (2010). *Effects of federal legislation on the commercial sexual exploitation of children*. US Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.

Week Thirteen: Implementation & Evaluation of VAW Policies

Course Objective
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.

Module Learning Objective
- To demonstrate understanding of how evaluation of policy is needed for effective implementation
- To demonstrate how the evaluation of policy implementation is influenced by values

Learning Resources & Materials
Readings:
Aday, T. (2015). The Effectiveness of the Violence against Women Act (VAWA) in Creating System-Level Change. *SPNHA Review*, *11*(1), 3.

Banyard, V. (2014). Improving College Campus-Based Prevention of Violence Against Women: A Strategic Plan for Research Built on Multipronged Practices and Policies. *Trauma Violence & Abuse*, *15*(4), 339-351.

Belknap, J. & Potter, H. (2005). The trials of measuring the "success" of domestic violence policies. *Criminology and Public Policy, 4*(3), 559-566.

Boba, R. & Lilley, D. (2009). Violence Against Women Act (VAWA) funding: A nationwide assessment of effects of rape and assault. *Violence Against Women, 15*(2), 168-185.

Corrigan R. (2013). The new trial by ordeal: Rape kits, police practices, and the unintended effects of policy innovation. *Law & Social Inquiry*, 38(3), 920-949.

Davis, R., & Auchter, B. (2010). National Institute of Justice funding of experimental studies of violence against women: a critical look at implementation issues and policy implications. *Journal of Experimental Criminology*, *6*(4), 377-395.

Gillibrand, K. (2013). Should decisions regarding the prosecution of sexual assault cases in the military be removed from the chain of command? *Congressional Digest*, *92*(8), pp. 10, 12, 14.

Hetling, A. & Born, C.E. (2005). Examining the impact of the Family Violence Option on women's efforts to leave welfare. *Research on Social Work Practice, 15*(3), 143-153.

Logan, T.K., Walker, R., & Hoyt, W. (2012). The economic costs of partner violence and the cost-benefit of civil protective orders. *Journal of Interpersonal Violence, 27(6), 1137-1154.*

Lutgendorf, M. A., Snipes, M. A, Rau, T., Busch, J. M., Zelig, C.M. & Magann, E. F. (2012). Reports to the Navy's family advocacy program: Impact of removal of mandatory reporting for domestic violence. *Military Medicine, 177*(6), 702-708.

Maier, S.L. (2011). "We belong to them": The costs of funding for rape crisis centers. *Violence Against Women, 17*(11), 1383-1408.

Phillips, S. W. & Sobol, J. J. (2010). Twenty years of mandatory arrest: Police decision making in the face of legal requirements. *Criminal Justice Policy Review, 21*(1), 98-118. http://login.proxy.libraries.rutgers.edu/login?url=http://dx.doi.org/10.1177/0887403408322962

Rosen, L. N., Dragiewicz, M. & Gibbs, J. C. (2009). Fathers' rights groups: Demographic correlates and impact on custody policy. *Violence Against Women, 15*(5), 513-531.

Salazar, L. F., Baker, C. K., Price, A. W. & Carlin, K. (2003). Moving beyond the individual: Examining the effects of domestic violence policies on social norms. *American Journal of Community Psychology, 32*(3/4), 253-264.

Swanbert, J. E., Ojha, M. U. & Macke, C. (2012). State employment protection statutes for victims of domestic violence: Public policy's response to domestic violence as an employment matter. *Journal of Interpersonal Violence, 27*(3), 587-619.

Turchik, J. A. & Wilson, S. M. (2010). Sexual assault in the U.S. military: A review of the literature and recommendations for the future. *Aggression and Violent Behavior, 15*, 267-277.

Webster, D. W., Frattaroli, S., Vernick, J. S., O'Sullivan, C., Roehl, J. & Campbell, J. C. (2010). Women with protective orders report failure to remove firearms from their abusive partners: Results from an exploratory study. *Journal of Women's Health, 19*(1), 93-98.

Wilson, J., Rappleyea, D., Hodgson, J., Hall, T., & White, M. (2014). Intimate Partner Violence Screening Among Migrant/Seasonal Farmworker Women and Healthcare: A Policy Brief. *Journal of Community Health*, *39*(2), 372-377.

Online Reports:
UN Women Handbook for legislation on VAW

Week Fourteen:	**Presentations**

Course Objective
To understand the social work skills and activities which promote social and economic justice.

Module Learning Objective
- To demonstrate policy brief skills to others

Learning Resources & Materials
    *Readings***:** **None Required**

Week Fifteen:	**Course Summary**

Course Objective
To understand the social work skills and activities which promote social and economic justice.

Module Learning Objective
- To apply understanding of course objectives to social work practice

Learning Resources & Materials
    *Readings***:** **None Required**