



**SOWK 588 Advanced Policy Practice
Summer 2025, Online/Toppenish, 3 Credits**

INSTRUCTORS	Jacob Campbell, Ph.D., LICSW		
OFFICE HOURS	Toppenish Campus Office: Simpkins Hall, Office 2126 Hours: By Arrangement Other times by arrangement. Meetings can be in-person or via zoom. Schedule at https://vsp.ink/now	Kennewick Campus By Arrangement	
PHONE	(509) 392-1056	EMAIL	campbell_j@heritage.edu
DATE(s)	In-person sessions will be every other Saturday beginning 05/31/25 through 07/12/25. The online will occur every week.		

Land Acknowledgement

Heritage University occupies its home on the traditional lands of the Yakama People. These ancestral homelands are the Yakama, Palouse, Pisuouse, Wenatshapam, Klikatat, Klinquit, Kow-was-say-ee, Li-ay-was, Skin-pah, Wish-ham, Shyiks, Ochechotes, Kah-milt-pa, and Se-ap-cat, who today are represented by the Confederated Tribes and Bands of the Yakama Nation [TREATY OF 1855] and, whose relationship with this land continues to this day. Heritage University, grounded in the vision of the two Yakama women founders, respects Indigenous peoples as traditional guardians of the lands and the enduring relationship that exists between Indigenous peoples and their traditional territories. We offer gratitude for the land itself, for those who have stewarded it for generations, and for the opportunity to study, learn, work, and be in community on this land. We acknowledge that our university's history, like many others, is fundamentally tied to the first colonial developments in the Yakima Valley. Finally, we respectfully acknowledge and honor past, present, and future Indigenous students who will journey through this home called Heritage University.

Course Description

Students will acquire a deeper understanding of social policies at the local, state, tribal, and federal levels in the context of policy implementation and advocacy impacts on oppressed and marginalized populations. Students will identify and explain social policy theories such as social construction, political economy, cost-benefit analysis, and feminist perspectives to analyze cases; understand diverse client populations; create culturally tailored interventions; predict results; and evaluate outcomes. They will compare the Universal Declaration of Human Rights with the National Association of Social Workers (NASW) Code of Ethics, and social welfare policies in United States.

Relationship to Other Courses

This course builds upon **SOWK 536 Introduction to Social Policy**, which introduces students to examining social policy in relation to social work practice. This course, **SOWK 588 Advanced Policy Practice**, provides students with a deeper understanding of policy and the context of that policy to address social problems.

MSW Program Goals

1. To prepare students with knowledge, values, skills, cognitive and affective processes.
2. To prepare students with advanced skills in social policy, research, culturally tailored interventions, and organizational and community leadership to enhance social functioning and alleviate poverty, oppression, and injustices.
3. To prepare students to improve people's lives; alleviate biopsychosocial concerns; empower individuals, families, groups, organizations, and communities; and achieve social justice.

Competencies, Performance Indicators, Assessment Methods

In the Educational Policy and Accreditation Standards (EPAS), the Council on Social Work Education (CSWE, 2022) defines competence as “the ability to integrate and apply social work knowledge, values, skills, and cognitive and affective processes to practice situations in a culturally responsive, purposeful, intentional, and professional manner to promote human and community well-being. The EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations” (p. 7).

The nine competencies identified in the 2022 EPAS are:

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Economic, and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

The Master of Social Work Program's curriculum focuses upon the preparation of social work students for professional social work practice. Students acquire and develop the nine social work competencies that identify the knowledge, values, skills, cognitive and affective processes that are subsequently demonstrated practice with diverse populations of individuals, families, groups, organizations, and communities within a complex multicultural society.

EPAS 2022 Competency	Behaviors (performance indicators)	Assessment Method(s)
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	a. Utilize policy analysis skills to inform policy formulation practices and policy implementation effects on oppressed and marginalized populations, including rural and tribal communities.	Policy Analysis
	b. Organize legislative policy advocacy with individuals, families, groups, communities, and organizations to advance human rights and social, economic, and environmental justice.	Advocacy Presentation
Competency 5: Engage in Policy Practice:	a. Examine social policies at local, state, tribal, and federal levels to provide best practice recommendations.	Policy Analysis
	b. Assess social policy theory in the context of practice with diverse client populations and prepare recommendations for policy change.	Advocacy Presentation

Text, Additional Readings, and Technology

Required Text:

Title: **Rebooting Policy Analysis: Strengthening the Foundation, Expanding the Scope**

Author: Peter Linquiti

ISBN: Paper Back: 9781544372600

Hardcover:

eBook/kindle: 9781544372624

Edition/Copyright: First Edition, 2022

Publisher: CQ Press

Title: **\$2.00 A Day: Living on Almost Nothing in America**

Author: Kathryn J. Edin & H. Luke Shafer

ISBN: Paper Back: 054481195X

Hardcover:

eBook/kindle: 978-0544811959

Edition/Copyright: 2016

Publisher: Mariner Books

Additional Readings:

National Association of Social Work Ethics	NASW Code of Ethics
Native Americans and Social Work	Native Americans & Social Work
Latinos and Social Work	Latinx/Hispanic. Social Work Libguide.

Open Educational Resources (OER)	https://oercommons.org/
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Technology: This is an online and in-person course and students will need to access MyHeritage, Microsoft Teams, and Zoom. Students will benefit from having their own laptops and reliable Internet access. We will use several “tools” in MyHeritage to communicate ideas and to upload assignments. Your faculty member will be your guide.

Assignments and Grading

Assignments

Assignments	Points	Percentage of Grade
Weekly Online Discussion Forums	100	20%
Policy Analysis and Advocacy Presentation	250	50%
2 Take Home Exams	100	20%
Attendance and In Class Participation	50	10%
TOTALS	500	100%

Grading Scale

Grade	Points	Percentages	Grade	Points	Percentages
A	465-500	93-100%	C	350-384	70-76.9%
A-	450-464	90-92.9%	C-	330-349	66-69.9%
B+	435-449	87-89.9%	D+	315-329	63-65.9%
B	415-434	83-86.9%	D	300-314	60-62.9%
B-	400-414	80-82.9%	D-	285-299	57-59.9%
C+	385-399	77-79.9%	F	0-284	00-56.9%

Course Guidelines and Expectations

1. Weekly Online Discussion Forum: (100 points/20% of grade).

Each week discussion prompts (i.e., analyze, synthesize, and evaluate) relevant to the course content will be placed on the Forum Board on MyHeritage. Students will be expected to not only post thoughts but also to respond to peers’ posts. Posts are to be thoughtful and well-edited responses. The goal of the weekly online discussion forum is to create a dynamic learning space to deepen your understanding of the topic, apply theoretical knowledge, develop critical thinking skills, and engage material in a meaningful way. The number of postings required, and other work will vary based on the content for the week.

2. Policy Analysis and Advocacy Presentation: (250 pts/50% of grade)

Students will develop a policy analysis paper (10-12 pages, 200 point) to analyze a current social issue and gain a deeper understanding of policy (i.e., local, state, tribal, and federal levels) with oppressed and marginalized populations. This two-part assignment is designed to integrate theory, diversity, practice, results, and outcomes into four (4) sections (i.e., ethics, design, policy analysis, and evaluation) and conclude with an advocacy project presentation. In section one, students will identify and research

a social issue and policy (e.g., welfare reform, immigration law, criminal justice reform) by gathering relevant data, and evidence to inform potential challenges and solutions. In section two, students will prepare an executive summary and compare the Universal Declaration of Human Rights, NASW Code of Ethics, and social welfare policies to ensure recommendations and design are practical and principled. In addition, students will use social policy theories (e.g., social construction, political economy, cost-benefit analysis, and feminist perspectives) to analyze how the policies affect individuals, families, groups, communities, and organizations. In section three, students will analyze a range of possible policy options or alternatives to address the problem.

Building on sections one, two, and 3, students will create a video presentation (10 minutes, 50 points) to ensure a comprehensive and effective approach to advocacy. The video presentation will need a brief introduction of problem statement, policy analysis, advocacy strategy (i.e., goal/objective, target audience, key messages challenges and obstacles (e.g., resources, political and social dynamics, strategic alignment), an implementation plan with action steps (i.e., roles, and responsibilities, timeline, and resources), and conclusion (e.g., summarize key point).

3. Take Home Exams: (100 points/20% of grade).

Students will have 2 take home exams (open book, 10 questions each) with 3-7 days to complete on MyHeritage. The instructor will provide specific instructions and time management per question. Exams will cover topics and readings.

4. Attendance and In-Class Participation: (50 points/10% of grade).

Class responsibility entails regular class attendance with consideration for others. When students participate actively in class discussions, learning is enhanced. Attendance will be entered on MyHeritage weekly by faculty. Class attendance points will be divided by the four (4) in-person sessions. Participation will be monitored by the professor.

This course uses APA style documentation and citation, and this style will be used throughout the Master of Social Work Program.

Attendance

Regular attendance and participation in classes is expected and considered essential for successful academic work. Heritage regularly updates its full attendance policy available in the current catalog: Attendance Policy. Remember that Heritage University Student Affairs is ready to help solve problems that interfere with attending class. Email them at: studentaffairs@heritage.edu

Reasonable Accommodation for Religious Holidays

Consistent with Heritage University's mission and values and pursuant to RCW 28B.137.010 as amended, and Substitute Senate Bill 5166, HU allows student reasonable absences for reasons of faith or for organized activities conducted under the auspices of a religious denomination, church, or religious organization. The student requesting an excused absence for reasons of faith must submit the Request for Absence for Reasons of Faith Form to their instructor(s) at least two (2) weeks prior to the beginning of the semester in which the absence is anticipated to occur. The form is located on the Student Forms page under the Students Tab in MyHeritage.

Full policy and procedures are located in the current catalog under Academic Policies, Attendance.

Support and Resources

Tutoring at the Academic Skills Center [Log into MyHeritage before using links]

The ASC has in-person and online appointments, drop-in services also both in-person and online. To view our schedule, or make an in-person or online appointment, visit the ASC page on MyHeritage under Student Services. To learn more about any of these services, call the ASC at (509) 865-8517 or email us ASC@heritage.edu

Library

The librarians are here to assist you! Use the online chat: [HU Library Website](#). For research and general assistance, feel free to stop by, call a reference librarian at (509) 865-8520, or email Library@heritage.edu

Credit Hour Requirements

Federal regulations require that all courses follow the Heritage University definition of a credit hour as described in HU Policy. For the current policy, see the catalog: [credit hour policy](#)

Online Course Exchange Appeals Process

Online Course Exchange students who wish to appeal an instructor's or facilitator's decision or request assistance with academic issues (such as requesting an incomplete or an extension) should contact HU's Online Course Exchange Liaison at Acadeum@heritage.edu.

Academic Honesty

Heritage University students have the responsibility to adhere to academic honesty in all their educational endeavors. Faculty has the responsibility to model academic honesty and to prevent, detect, and confront students who violate it. See [Academic Honesty Policy](#) and [Academic Honesty Procedure Diagram](#)

Campus Security & Safety

In an emergency, call 911. If you need campus security assistance between 8 a.m. and 5 p.m. , please call 509-865-8555 or ext. 8555 from any campus landline or email: CampusSecurity@heritage.edu. For a list of Campus Security services and Crisis Response Steps, see the [Safety and Security webpage](#)

Accommodations

For information about student disability services on campus, please visit the [Office of Disability Services \(ADA\) | Heritage University](#) webpage; or email Officeofdisabilityservices@heritage.edu

Safe Attendance Reminder

Heritage University is committed to providing a safe and healthy environment for all students, staff, and faculty. Our goal is to mitigate the potential for transmission of communicable diseases, including COVID-19, in our environment.

Anyone experiencing symptoms of viral illness, such as fever or chills, cough, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea, should stay home and see medical attention. Anyone known to have a close exposure to COVID-19 should wear a mask and follow [CDC guidelines](#) for isolation and precautions.

In addition, Heritage University community members must be prepared to “Mask When Asked.” Individuals can require that people who enter their offices wear masks. Faculty can require that students wear masks in their classrooms. Students who need to have their classmates mask can request that themselves or speak to the Vice President for Student Affairs to ask for support. Our collective commitment to health and wellbeing of all members of the community is essential and appreciated.

SOWK 588 Course Schedule

Week	Date	Topic	Assignments	Due Dates
1	May 31 (1 st Sat.)	In person: Prospective Policy Analysis, Welfare is Dead	Linquiti Ch 1; Edin and Shafer Introduction; Syllabus, NASW Code of Ethics Discussion Forums	
2	Online	Thinking About the Past: Retrospective Program and Impact Evaluation, Obstacles to Using Classical Policy Analysis Models in the Real World, and Perilous Work	Linquiti Chapter 2 & 3; Edin and Shafer Ch 1; Discussion Forums	
3	June 14 (2 nd Sat.)	In person: Linquiti (2022): Using Metacognition to Check Your Own Biases & the Biases of Others	Linquiti Ch 4; Edin and Shafer Ch 2; Discussion Forums	
4	Online	Using logic to Identify tentative Truths, Collecting and evaluating Evidence for use in policy analysis, and A room of one's own	Linquiti Ch 5 & 6; Edin and Shafer Ch 3; Discussion Forums	Take Home Exam 1
5	June 28 (3 rd Sat.)	In person: The Mindset of an Effective Policy Analyst and By Any Means Necessary	Linquiti Ch 7; Edin and Shafer Ch 4; Discussion Forums	
6	Online	The Equity Lense & The Economic Lens and Where, Then, from Here?	Linquiti Chapter 8 & 9; Edin and Shafer Ch 5 Discussion Forums	Policy Paper
7	July 12 (4 th Sat.)	In person: Political and Institutional Lens & Legal, Sustainability, and Science and Technology Lens	Linquiti Chapter 10 & 11; Edin and Shafer Ch 6; Discussion Forums	Advocacy Video
8	Online	Incorporating Systems Thinking in Policy Analysis, Using Policy Analysis to Visualize the Future, and World Apart	Linquiti Chapter 12 & 13 Discussion Forums	Take Home Exam 2
			Final Course Evaluations	

*May be subject to change