# Course Description

This course exams the process by which social policies that influence education, health care, income, and the aging are formed and how these policies affect social change both positively and negatively. Students will examine how they can influence policy to bring about social change through research, politics and advocacy.

# University Learning Outcomes (ULO)

* **ULO1:**Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:**Intellectual and Practical Skills
* **ULO3:**Personal and Social Responsibility
* **ULO4:**Integrative and Applied Learning­
* **ULO5:**Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Analyze from different perspectives the impact of physiology, cognition, social interaction, group situations, interpersonal relations, attitudes, opinions, group conflicts, language, and communication on human behavior. (ULO1, 2, 4, 5)
* **PLO2:** Understand and articulate the application of psychological principles across professional settings, including mental health care, schools, general health care, social services, and corporate environments. (ULO2, 4)
* **PLO3:** Identify the impact of psychology on societal issues, including race, gender, religion, and social inequality, and articulate the role of advocacy to affect policy and societal change. (ULO1, 3, 5)
* **PLO4:** Understand key concepts in statistics and research methodology, and be able to use their acquired knowledge and critical-thinking skills to do the following: comprehensive and critical analysis of original research studies in the field, demonstrated through class discussion, presentations, and research papers. (ULO2, 4)
* **PLO5:** Engage in basic therapeutic counseling skills that allow students to interact appropriately across a variety of supervised professional settings. (ULO1, 2, 3, 4, 5)
* **PLO6:** Engage in critical thinking concerning the application of the discipline and ethical issues relevant to this evolving field of study. (ULO3, 5)

# Course Learning Outcomes (CLO)

* **CLO1:** Explain the role of the social worker as an advocate for social justice and policy change. (PLO3)
* **CLO2:** Analyze the strengths and limitations of social welfare policy. (PLO2, PLO3, PLO6)
* **CLO3:** Explain the development of social policy in the United States. (PLO3)
* **CLO4**: Apply policy analysis frameworks to develop social policies. (PLO1, PLO2, PLO3, PLO6)

# Student Expectations

Students are expected to do the following:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Jimenex, J. (2014). *Social policy and social change: Toward the creation of social and economic justice* (2nd ed.). Thousand Oaks, CA. SAGE Publications.

ISBN: 978-1452268330

# Suggested Point Values

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| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Policies for Social Issues | 20 |  |
| Blog: Differentiating State and Federal Policy | 40 |  |
| Political Ideologies Paper | 100 |  |
| Social Policy Analysis and Advocacy Project Overview and Prep: Topic Selection | 20 |  |
| **Week 2** |  |  |
| Discussion: Materialism in the United States | 20 |  |
| Discussion: Examining International Social Policy | 40 |  |
| Ideologies and Social Policy Paper | 60 |  |
| Social Policy Analysis and Advocacy Project Prep: Background of the Issue | 30 |  |
| **Week 3** |  |  |
| Discussion: Policy Focus – Same-Sex Marriage | 20 |  |
| Discussion: Systematic Oppression | 40 |  |
| Historical Oppression Visual Representation | 100 |  |
| Social Policy Analysis and Advocacy Project Prep: Effects of the Current Policy | 30 |  |
| **Week 4** |  |  |
| Discussion: Health Insurance | 20 |  |
| Journal/Reflection: Health Care Solutions | 40 |  |
| International Health Care Policies Visual Representation | 100 |  |
| Social Policy Analysis and Advocacy Project: Advocating for Change | 40 |  |
| **Week 5** |  |  |
| Discussion: Social Welfare Issues | 20 |  |
| Discussion: Education Policies | 20 |  |
| Education Interviews Summary | 80 |  |
| Social Policy Analysis and Advocacy Project Presentation | 80 |  |
| Social Policy Analysis and Advocacy Project Paper | 80 |  |
| **Total Points** | **1000** |  |

**Grading Scale**

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| **Grade** | **Range** |
| A | 93–100 |
| A- | 90–92 |
| B+ | 87–89 |
| B | 83–86 |
| B- | 82–80 |
| C+ | 77–79 |
| C | 73–76 |
| C- | 70–72 |
| D+ | 67–69 |
| D | 63–66 |
| D- | 60–62 |
| F | 59 |

# Course Schedule

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| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |

# Weekly Learning Modules

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| **Week One: Social Policies and Ideologies** | | |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Analyze social policy. | CLO1, CLO2 | |
| * 1. Discuss how political ideology has been used to address social issues. | CLO1, CLO2, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100 to 150 words to 3 of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the [RISE Model for Peer Feedback](http://elwray.squarespace.com/feedback). |  |  |

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| **Readings**  **Read** the following:   * Ch. 2 of *Social Policy and Social Change* * [Cruel and Unusual Punishment: The Shame of Three Strikes Laws](http://www.rollingstone.com/politics/news/cruel-and-unusual-punishment-the-shame-of-three-strikes-laws-20130327) * [Half of the inmates shouldn’t be here, says Cook County sheriff](https://www.cbsnews.com/news/cook-county-jail-sheriff-tom-dart-on-60-minutes/) | | 1.1, 1.2 |  |
| **Video**  **Watch** [The Making of the ‘Three Strikes’ Laws](https://youtu.be/4EY5ND3sIkw) (11:20).  **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | 1.1, 1.2 | Video = 1 hour |
| **Websites**  **Review** the following policy analysis resources in preparation for this week’s assignment:   * [Center for Law and Social Policy](https://www.clasp.org/) * [United States Department of Health & Human Services, Offices of Human Services Policy](https://aspe.hhs.gov/)   **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | 1.1 | Website review = 1 hour |
| **Education Interviews Summary Preparation**  In week 5 you have an assignment where you will interview 2 people who are either students, teachers, or otherwise employed in education. You will ask them to explain from their prospective on the two biggest issues currently in education and what they suggest can be done to correct these issues. Then you will write a 250- to 400-word summary of your interview.  In preparation for this assignment locate the two people you will interview and schedule those interviews before week 5. | | 5.2 |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the course and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | | Course | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Policies for Social Issues**  **Post** a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers:   * The three strikes law is an example of a social policy that was created to address a social issue which did not go as planned. Identify ways the government attempted to correct the problems the three strikes law created. Do you feel the instituted resolutions were effective?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Blog: Differentiating State and Federal Policy**  **Analyze** the federal social welfare policy designed to address an underlying social problem.  **Use** [FindLaw](http://www.findlaw.com) to locate a social welfare policy enacted in one of the states designed to address the same underlying social problem as the federal policy.  **Write** a 200- to 400-word blog post addressing the following prompt and question:   * Compare the federal policy with the state policy. * Is the policy analysis framework presented in Ch. 2 of *Social Policy and Social Change* helpful in analyzing these policies? Why or why not?   **Submit** your Blog by 11:59 p.m. (Eastern time) on Sunday. | | 1.1 | Website review and instructor feedback review = 1.5 hours |
| **Political Ideologies Paper**  **Review** Table 2.1, “Summaries of Political Ideologies in the United States and Views on Government, Social Policies, and the Market Economy,” on p. 21 of *Social Policy and Social Change.*  **Write** 500 to 700 words addressing the following:   * Identify the political ideology that you align closest with, and explain why. * Provide an example of how this ideological approach was successful in addressing a social issue in the past or present.   **Submit** your paper by 11:59 p.m. (Eastern time) on Sunday. | | 1.2 | Library research and instructor feedback review = 1.5 hours |
| **Social Policy Analysis and Advocacy Project Overview and Prep: Topic Selection**  **Overview**  Throughout this course, you will learn about different ways that social issues are addressed and examine the various avenues that are taken by the government and public sector to bring about awareness and change. For your final project, you will research and choose a social issue and develop a plan to tackle this issue to eventually bring about change by creating a mock policy or program to fix the issue.  Your project will include the issue of your choice, an outline of how you will bring about awareness; the path you will take to institute a method of addressing the issue; and your solution, mock policy, or program that you will create to fix the issue.  In the final week of the course, you will turn in a 7- to 10-slide presentation with audio narration or detailed speaker notes and a 500- to 700-word paper. You must have at least four references.  During Weeks 1–4, you will work on a different section of the paper.  For your final project, you will create a social change action planthat identifies a social issue and that recommends steps to bring awareness and change. You will submit two final deliverables:   * **500- to 700-word Final Paper (due in Week Five):** This paper will identify your selected issue, summarize your research, and detail your social change action plan. * **7- to 10-slide Presentation (due in Week Five):** Your presentation will summarize your social change action plan and include appropriate visuals.   **Week One Instructions**  **Research** and **choose** a social issue you would like to address for this project.  **Select** your topic by posting the issue you would like to cover to the Topic Selection discussion forum.  *Note*: Topic selection is on a first-come-first-served basis.  **Post** the issue you would like to do your project on no later than 11:59 p.m. (Eastern time) on Sunday. | | 5.3 | Library research, guided project, and instructor feedback review = 2.5 hours |
| **Total** |  |  | **9.5 hours** |

# Faculty Notes

**Course Setup**

**General Questions and Discussion Forum:** This course includes a discussion forum for general questions, comments, and concerns. This forum is intended for any course-related commentary not found within a specific weekly discussion. This forum is not graded. Make sure to monitor this forum for student posts. You are encouraged to make an announcement advertising this forum and monitor and post regularly to build engagement.

**Adobe Connect:** Consider posting an announcement asking students to submit any questions or topics they'd like addressed ahead of time. The instructor can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That 1-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording be posted to the course page so any student who misses the session can review it later in the week.

*Note:* It is the instructor’s choice as to what day they will schedule the Adobe Connect Live Session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

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| Week Two: International Social Policies and Values | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Compare social policies in the United States with the social policies of other developed countries. | | CLO1, CLO2, CLO3 | |
| * 1. Examine the role ideologies have played to shape social policy throughout history. | | CLO2, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Reading**  **Read** Ch. 4 of *Social Policy and Social Change.* | | 2.1, 2.2 |  |
| **Video**  **Watch** [The case for letting business solve social problems](https://www.ted.com/talks/michael_porter_why_business_can_be_good_at_solving_social_problems) (16:25).  **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | 2.2 | Video = 1 hour |
| **Web Resources**  **Review** the following:   * [Internal Revenue Service](http://www.irs.gov/) This website is the official site for the Internal Revenue Service, which provides information about present rules and regulations, proposed rules and regulations, publications, and taxpayer assistance. * [United States Department of Health and Human Services](http://aspe.hhs.gov/POVERTY) This website provides information and research about the poverty line. * [United States Census Bureau](http://www.census.gov/hhes/www/poverty/poverty.html) This website provides research and statistics about the numbers of individuals and families in poverty. * [The National Poverty Center](http://www.npc.umich.edu/) This website provides analysis, research, and information about poverty and its impact on individuals and families. * [Welfare Reform Academy](http://www.welfareacademy.org/pubs/poverty) This website provides articles on poverty and other social welfare issues, with a focus on alternatives to the poverty line determination while also offering solutions and strategies for reform.   **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | 2.2 | Website review = 1 hour |
| **Week 3 Systematic Oppression Discussion Preparation**  You will need to watch*13th*, available for viewing on Netflix, for this assignment. Allow yourself enough time to watch this video, and post your initial response to the discussion question by Thursday of Week 3. | | 3.1 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Materialism in the United States**  **Post** a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers:   * Why are the ideas of work, wealth, and material things so important in the United States? What are the consequences of these beliefs for economically marginalized people?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 2.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Examining International Social Policy**  **Resources:**   * [Top 10 Most Developed Countries of 2017](http://gazettereview.com/2016/03/10-most-developed-countries-in-world/) * [Country classification – the United Nations](http://www.un.org/en/development/desa/policy/wesp/wesp_current/2014wesp_country_classification.pdf)   **Choose** a developed country other than the United States**.**  **Research** a policy or program that has been created to address a similar social issue that we have the United States.  **Post** a clear and logical response in 300 to 500 words to the following, providing specific examples to support your answers:   * Include a brief statement at the beginning of your post with the country and the policy or program you chose. * What are the pros and cons of the program that has been developed? * Could the policy or program be used in the United States? Explain why or why not. * What would the steps be to get this policy or program started?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 2.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Ideologies and Social Policy Paper**  **Resource:** Table 4.2, “Summaries of Values, Beliefs, and Ideologies From American History,” on pp. 120 & 121 in Ch. 4 of *Social Policy and Social Change*  **Write** a 350- to 500-word essay responding to the following prompts, providing specific examples to support your answers:   * Explore the historical values outlined in this week’s readings that have shaped the social system in the United States. * Choose two of these ideologies listed on Table 4.2, “Summaries of Values, Beliefs, and Ideologies From American History,” on pp. 120 & 121 in Ch. 4 of *Social Policy and Social Change*. * Explain the values associated with these ideologies * Present an argument for why these beliefs do not coincide with the present reality in the United States. * Discuss how these historical ideologies hinder the creation of social policy. * Locate at least two articles that support your reasoning, and include links to these articles in your post.   **Submit** your paper by 11:59 p.m. (Eastern time) on Sunday. | | 2.2 | Library research and instructor feedback review = 1.5 hour |
| **Social Policy Analysis and Advocacy Project Prep: Background of the Issue**  **Write** a summary discussing the politics surrounding the issue, addressing the following:   * The background of the issue * The current policies in place to address the issue, as well as how they were formed   **Include** at least 1 reference.  **Submit** your answers to the questions and a reference page with your reference(s) by 11:59 p.m. (Eastern time) on Sunday. | | 5.3 | Library research, guided project, and instructor feedback = 2.5 hours |
| **Total** |  |  | **8 hours** |

# Faculty Notes

Next week there is an assignment that involves students watching *13th* on Netflix. If students do not have a Netflix account you can suggest that they sign up for the 30-day free trial. You could also suggest that students search online to see if they can find the move for free.

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| Week Three: Systematic Issues: Discrimination and Oppression | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain how systemic social issues may lead to discrimination and oppression. | | CLO2, CLO3 | |
| * 1. Analyze the use of social policy as a tool of oppression. | | CLO2, CLO3, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Reading**  **Read** Ch. 6 of *Social Policy and Social Change.* | | 3.1, 3.2 |  |
| **Video**  **Watch** *13th*, available for viewing on Netflix.  **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | 3.1 | Video = 3.5 hours |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion: Mid-Course Check-in**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the remainder of the assignments and a review of the status of the final project.  **Prepare** to ask questions concerning the content of the remaining weeks and the final project.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | | Course | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Policy Focus – Same-Sex Marriage**  **Read** [States With Voter-Approved Constitutional Bans on Same-Sex Marriage, 1998-2008](http://www.pewforum.org/2008/11/13/states-with-voter-approved-constitutional-bans-on-same-sex-marriage-1998-2008/).  **Post** a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers:   * Choose two states that ban same-sex marriage, and review those states’ law governing same-sex marriage. * What reasons are cited for the ban of same-sex marriage? * Compare the reasons cited for the ban and the reasons given in support of these laws. * What ideologies or reasons given were previously cited in banning interracial marriages?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 3.1, 3.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Systematic Oppression**  The documentary *13th* discusses several examples of systematic oppression in the United States against African Americans throughout history.  **Post** a clear and logical response in 300 to 500 words to the following prompt and question, providing specific examples to support your answers:   * Choose one example of systematic oppression discussed in the movie that you learned about for the first time by watching this documentary. * Do you believe this systematic oppression is still happening today? Explain why or why not, and include examples to support your stance.   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students whose example or stance was different from yours. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 3.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Historical Oppression Visual Representation**  **Choose** one of the oppressed groups outlined in Ch. 6 of the text.  **Create** a visual representation of your choosing: presentation, brochure, digital poster, video, timeline, or another representation approved by your instructor.  **Design** your visual representation tooutline the history of the oppression of your chosen group, including the following:   * Any policies that have been created to address this oppression * The current situation for this group as a result of being oppressed * A minimum of 3 references   **Submit** your visual representation and a reference page with your references by 11:59 p.m. (Eastern time) on Sunday. | | 3.2 | Library research and instructor feedback review = 1.5 hours |
| **Social Policy Analysis and Advocacy Project Prep: Effects of the Current Policy**  **Write** a summary addressing the following:   * The effects of the current policy * How the policy affects social change in positive and negative ways   **Include** a minimum of 2 references to support your rationale and opinions (1 reference on how the policy positively affects social change, and 1 reference on how the policy negatively affects change).  **Submit** your answers to the questions and a reference page by 11:59 p.m. (Eastern time) on Sunday. | | 5.3 | Library research, guided project, and instructor feedback review = 2.5 hours |
| **Total** |  |  | **10.5 hours** |

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| Week Four: Health Care Policies and Social Change | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe the current state of U.S. health care policy. | | CLO2, CLO3 | |
| * 1. Analyze international health care policies. | | CLO2, CLO3 | |
| * 1. Explain the potential impact of proposed health care policies. | | CLO2, CLO3, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 10 of *Social Policy and Social Change* * [U.S. Health Care from a Global Perspective](http://www.commonwealthfund.org/publications/issue-briefs/2015/oct/us-health-care-from-a-global-perspective) | | 4.1, 4.2, 4.3 |  |
| **Video**  **Watch** *Sicko*. You will need to rent this video.  **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | 4.1, 4.2, 4.3 | Video = 4 hour |
| **Social Policy Analysis and Advocacy Project Presentation Preparation**  If you haven’t already, start working on your presentation this week as it is due on Friday of Week 5. You will post your presentation for your classmates to review and comment. | | 5.3 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Health Insurance**  **Research** the uninsured and underinsured aging population.  **Post** a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers:   * What are the breakdowns for this population (for example, race, socioeconomics, etc.). Discuss the results and what you found to have the biggest impact on their ability to access adequate insurance.   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 4.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Journal: Health Care Solutions**  **Resource:** [The Kaiser Family Foundation](https://www.kff.org/)  Numerous solutions have been proposed to fix the health care system presently in place in the United States.  **Choose** one of the solutions presented, and **research** this solution in depth.  **Write** a 300- to 500-word journal entry that responds to the following questions:   * What are the strengths and challenges presented in this solution? * What are omissions you would address? * What changes would you suggest?   **Submit** your journal entry by 11:59 p.m. (Eastern time) on Sunday. | | 4.3 | Journal/reflection and instructor feedback review = 1.5 hours |
| **International Health Care Policies Visual Representation**  **Research** health care policies or programs that you feel have been successful in other parts of the world.  **Create** a visual representation of your choosing: presentation, brochure, digital poster, video, or another representation approved by your instructor.  **Outline** the benefits of the program.  **Include** a minimum of 3 references.  **Submit** your visual representation and a reference page with your references by 11:59 p.m. (Eastern time) on Sunday. | | 4.2 | Library Research and instructor feedback = 1.5 hours |
| **Social Policy Analysis and Advocacy Project Prep: Advocating for Change**  **Part 1**  **Write** 1 to 2 paragraphs addressing the following:   * How you would like to change the policy * What change you would you advocate for, including your explanation   **Include** at least 1 reference to support your rationale and opinions.  **Part 2**  **Outline** how you will bring about awareness and the path you will take to institute a method of addressing the issue.  **Submit** your answers to the questions, a reference page, and outline by 11:59 p.m. (Eastern time) on Sunday. | | 5.3 | Library research, guided project, instructor feedback review = 2.5 hours |
| **Total** |  |  | **10.5 hours** |

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| Week Five: Social Welfare | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain how social workers can impact the development of social welfare policies. | | CLO1, CLO2, CLO3 | |
| * 1. Explain how education policy in the United States addresses social issues. | | CLO2, CLO3 | |
| * 1. Apply a policy analysis framework to determine the elements of and the strengths and limitations of social policies while considering how to best address these limitations. | | CLO2, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 11 of *Social Policy and Social Change* * [17 Critical Issues Facing Education in 2017](http://blogs.edweek.org/edweek/finding_common_ground/2017/01/17_critical_issues_facing_education_in_2017.html) * [Current Issues in Education](https://www.education.com/topic/current-education-issues/) | | 5.1, 5.2 |  |
| **Video**  **Watch** [Social services are broken. How we can fix them](https://www.ted.com/talks/hilary_cottam_social_services_are_broken_how_we_can_fix_them) (16:55).  **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | 5.1, 5.2, 5.3 | Video = 1 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Social Welfare Issues**  **Review** [National Association of Social Workers (NASW)](https://www.socialworkers.org).  **Select** a social welfare issue you believe will be important in the next decade.  **Post** a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers:   * Why do you feel this issue will be significant? What advocacy steps has the NASW taken in connection with this issue? What advocacy steps would you take?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 5.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Education Policies**  **Research** issues in the current education system.  **Identify** social issues within that system that need to be addressed: one from K–12 and one from higher education.  **Post** a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers:   * For each issue, what policies do you feel need to be created in the future to improve the current system?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 5.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Education Interviews Summary**  **Interview** 2 people who are either students, teachers, or otherwise employed in education.  **Ask** them to explain from their prospective on the two biggest issues currently in education and what they suggest can be done to correct these issues.  **Write** a 250- to 400-word summary of your interview.  **Submit** your summary by 11:59 p.m. (Eastern time) on Sunday. | | 5.2 | Instructor feedback review = .5 hour |
| **Social Policy Analysis and Advocacy Project Presentation**  **Review** the work you completed for the Weeks 1–4 final project preparation and your instructor feedback.  **Use** this information to create a 7- to 10-slide presentation that includes the following:     * Your chosen issue * An outline of how you will bring about awareness * The path you will take to institute a method of addressing the issue * Your solution or program you will create to fix the issue * A minimum of 4 references * Detailed speaker notes or recorded audio   **Include** a reference slide in your presentation.  **Post** your presentation by 11:59 p.m. (Eastern time) on Friday.  **Respond** to at least 1student in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 5.3 | Library research, guided project, and instructor feedback review = 2.5 hours |
| **Social Policy Analysis and Advocacy Project Paper**  **Review** the work you completed for the Weeks 1–4 final project preparation and your instructor feedback.  **Use** this information to write a 500- to 700-word paper that includes the following:     * Your chosen issue * An outline of how you will bring about awareness * The path you will take to institute a method of addressing the issue * Your solution or program that you will create to fix the issue * A minimum of 4 references   **Include** a reference page in your paper.  **Submit** your final paper by 11:59 p.m. (Eastern time) on Sunday. | | 5.3 | Library research, guided project, and instructor feedback review = 2.5 hours |
| **Total** |  |  | **8.5 hours** |

# Breakdown of Academic Instructional Equivalencies

|  |  |
| --- | --- |
|  | **AIE Hours** |
| **Week 1** |  |
| Required | 8.5 |
| Supplemental | 1 |
| **Week 2** |  |
| Required | 8 |
| Supplemental |  |
| **Week 3** |  |
| Required | 9.5 |
| Supplemental | 1 |
| **Week 4** |  |
| Required | 10.5 |
| Supplemental |  |
| **Week 5** |  |
| Required | 8.5 |
| Supplemental |  |
|  |  |
| **Total Required Hours** | 45 |
| **Total Supplemental Hours** | 2 |
| **Total Hours** | 47 |