

SOCIAL POLICIES AND SOCIAL ISSUES
SOCIAL WORK 370
San Diego State University
School of Social Work

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Office Hours: Monday 11:15-12:00, 1:30-2:45; Tuesday & Thursday 11:00-12:00; other hours by appointment

I. PURPOSE AND DESCRIPTION

Social Work 370 uses a generalist perspective to introduce the student to the major social welfare programs in the United States. We explore the social, political and historical context of American society's attempts to deal with the allocation of resources to meet basic human needs. We will identify major challenges to creating an equitable and socially just community through consideration of the impact of cultural diversity, racism, sexism, ageism and other forms of discrimination on the need for and provision of basic human services. Strategies for assuming the role of a professional social worker will be developed.

II COURSE OBJECTIVES AND OUTCOMES

Knowledge

1. Describe the elements of social and economic justice as they relate to the social welfare issues in the United States.
2. Describe the major social welfare programs in the United States.
3. Discuss the ideologies and social trends that have shaped social welfare policies and programs.
4. Describe the role of the social work profession in the evolution of social welfare policies and programs.
5. Discuss how cultural diversity, racism, sexism, ageism, and other forms of discrimination impact populations at risk in the struggle for social and economic justice.

Skills

1. Apply the tools of social policy analysis to evaluate current social welfare policies in the United States.
2. Link social welfare policies with the implementation of programs in San Diego.
3. Identify the needs of populations at risk and be able to link these needs with the social welfare policies that address these needs.
4. Use effective oral and written communication skills.

Values and Ethics

1. Describe the NASW Code of Ethics as it applies to issues in social welfare.
2. Utilize techniques of advocacy for social justice.

3. Recognize one's personal values and how they may complement or interfere with professional social work values and ethics.

III. Outcomes

1. Student will be able to identify the social problem, target population, form of assistance, division of funding and administrative responsibilities for a selected policy area covered in the course
2. Student will be able to identify the traditions that form the foundation of American social welfare policy and describe the impact of social trends on the shaping of policy decisions.
3. Student will be able to define the position of the NASW on at least three of the policy areas covered in the course.
4. Student will be able to describe the issues of diversity as found in at least three of the policy areas covered in the course.
5. Student will be able to apply social work values and principles in the analysis of social issues and social welfare policy.
6. Student will be able to identify and access government and professional sources of policy information needed to stay current in issues facing social workers and their clients.

IV. TEXTBOOKS & READINGS

DiNitto, D. (2007). *Social Welfare: Politics and Public Policy*, 6th Ed., Boston: Pearson/Allyn & Bacon.

Haynes, K. & Mickelson, J. (2006). *Affecting change: Social workers in the political arena* (6th Edition). Boston: Pearson/Allyn & Bacon.

NOTE: Some assigned readings may be on reserve but not ECR.

Electronic Course Reserves (password: safety):

“Social Work Speaks: Forward”

“But what about the poor?”

“Doing your advocacy homework”

“Employment policies”

Blackboard:

“How a Bill Really Becomes a Law”

“Presentation Tips”

On Line

“How a Bill Becomes a Law” at <http://www.leginfo.ca.gov/bil2lawd.html>

“Find your State Legislative Representatives” at <http://192.234.213.69/lmapsearch/framepage.asp>

V. COURSE REQUIREMENTS

A. Paper: Policy analysis: Groups of 5-6 students will complete a paper discussing a current or proposed social policy. Students will indicate preferences from a list of current policies. The professor will assign students to groups, using the preferences as much as possible. As an alternative, a group of 5-6 people can request to work together, with a topic assigned to them, considering the group's preferences. They will research the social problem the program is intended to impact, the history of responses to the problem, a legislative history of federal and state legislation related to the program, the mechanism of funding for the program and the process of service delivery. Finally, students will make recommendation concerning potential policy or program changes that would improve services to program recipients. Follow the attached format ("Policy Analysis Paper"). This paper will be due at the last class session.

Papers will be graded on their responsiveness to the assignment as covered in the Syllabus attachment. Additional grading factors are:

Content: accurate, comprehensive, documented appropriately

Persuasiveness: points are adequately supported

Appropriateness & feasibility: ideas are viable

Creativity: ideas and connections among themes are creative and insightful

Organization, completeness, coherence & clarity: different elements are appropriately sequenced and connected; thoughts are stated specifically

Sentence structure, grammar, & spelling: sentences convey meaning clearly with correct grammar; no fragments or run-on sentences; writing is free of spelling and punctuation errors

Style: interesting, imaginative use of language; tone suitable to purpose and audience

Written feedback will not be provided on deficiencies in style, grammar, etc. Examples of common problems include mixing up words (affect and effect), improper use of singulars and plurals (e.g., criteria, criterion), and improper punctuation (e.g., it's, its'). If you are weak in any of these areas, consult William Strunk & E. B. White's The Elements of Style, an editor, or a similar source.

Late papers will have the grade lowered one step (e.g., from B to C) for each week they are late (partial changes, i.e., + or -, will be used for fractions of the first week). Work incomplete at the end of the semester will receive an F unless prior arrangements are made. NOTE: If you want the paper returned, provide a stamped self-addressed envelope at the final session.

An example of a policy analysis paper from a past year is on reserve at ECR. You can get some ideas regarding the overall layout of a paper and what goes in to a well-written policy analysis. The details of the assignment are slightly different for this course.

B. Presentation: Social workers have to be able to speak effectively in group and public settings (for example, testifying to politicians or presenting to boards, community groups, or colleagues). This class will provide a relatively safe setting to practice presentation skills. This should simulate a public speaking engagement (including dress and use of notes and visual aids). See "Presentation Tips" at Blackboard for additional guidelines. Content will be based on the students' paper. After summarizing the paper, the students should lead a question and answer and discussion session. The presentation and discussion should take no more than 30 minutes (e.g., 20 minutes of presentation, 10 minutes for questions and discussion. Bring the Presentation Assessment Form to the session at which you will present. These will be group presentations with individual ratings of each student. Power Point slides are encouraged. Use Windows 2003 or earlier. Bring a hard copy of your slides in case your Power

Point file cannot be loaded in the computer in the classroom. Bring a copy in Notes format for the professor.

C. Midterm and final exams: Students will complete exams on dates indicated in the syllabus. Students are to bring an **882-E Scantron card (green)**, and a Number 2 lead pencil for each exam. It is strongly recommended that students bring more than one Scantron card. Scantron machines sometimes miscalculate scores when eraser marks are present. If you cannot erase fully, you may want to substitute a new card. You will receive the grade given by the machine after grading.

D. Participation: Social workers and policy analysts should be not only knowledgeable of current issues and perspectives in social policy but also able to present, critique, and support them. Class discussions will allow students to demonstrate and practice these skills. Students will be expected to be able to list, discuss, and critique key points of assigned readings and answer assigned discussion questions at each class session to demonstrate mastery of the material. If there is evidence that students are not completing reading assignments, quizzes may be given at any time. If given, they will be included in the participation grade. Ratings of class participation will be based largely upon students' demonstrations of knowledge and understanding of readings as reflected in comments, reactions, and questions; comments which show connections among different concepts and issues; comments connecting the classroom to current policy issues; listening and non-judgmental attitudes; and group process and nonverbal behaviors. All of these behaviors are relevant in policy analysis and practice. The following standards will be used:

- A: Consistent, active involvement without dominating; comments and questions insightful and on topic; efficient use of air time; interacts with, refers to comments of, and/or draws out other students, class norms followed
- B: Regular involvement; comments and questions relevant and on topic; class norms followed
- C: Occasional comments; usually/always on topic; norms may not be followed
- D: Rare comments, usually/always on topic; norms may not be followed
- F: No participation, or participation always off topic; norms may not be followed

E. Attendance: Attendance at all of each session is expected. Absences will detract from the attendance grade. It will help to speak to the instructor if you miss a class or are late or need to leave early due to illness or another unavoidable commitment. Talking to fellow students about missed material and discussions and then writing a brief summary (handwritten is OK) of key points covered will help make up for missing a session. By the end of the second week of classes, students should notify the instructor of any planned absences for religious observances or any official University events or activities. The following standards will be used:

- A: No absences
- A-: One absence
- B: two absences
- C: three absences
- D: Four absences
- F: Five or more absences

Any combination of two significantly late arrivals and/or early leaving or frequent lateness may count as one absence.

F. Overall Grading Criteria:

Grades will be based on criteria and standards of the School of Social Work. As can be seen from those definitions of letter grades, summarized below, “A” grades are for truly outstanding work and are likely to be rare.

Undergraduate grades, according to University policy, are:

- A - outstanding performance
- B - praiseworthy performance
- C - satisfactory performance (the most common undergraduate grade)
- D - minimally passing
- F - failing

These grades will be further defined by the criteria described below:

1. Grades of A or A- are reserved for student work that is judged to be outstanding. The work demonstrates excellent mastery of content, and also shows that the student has (a) undertaken complex tasks, (b) applied critical thinking skills to the assignment, and/or (c) demonstrated creativity in her or his approach to the assignment. The degree to which the student demonstrates these skills determines whether he/she receives an A or an A-.
2. A grade of B is given to work that is judged to be praiseworthy. This grade denotes that a student has demonstrated a sound understanding of the material being tested in the assignment, and has demonstrated a moderate level of complexity or creativity in his/her approach to the assignment. The degree to which the student demonstrates this complexity or creativity determines whether he/she receives a B+ or a B-
3. A grade of C+ denotes that a student's grasp on the content and expectations of the assignment is more than satisfactory.
4. A grade of C is given to student work that meets the requirements of the assignment. It denotes that the student has done satisfactory work on the assignment and meets the expectations of the course.
5. A grade of C- denotes that a student's performance was less than satisfactory on an assignment, reflecting a less-than-satisfactory grasp of content and/or expectations.
6. A grade of D is given to work that is judged to be minimally passing. It reflects a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.
7. Grades of D- or F denote a failure to meet minimum standards, reflecting serious deficiencies in a student's performance on the assignment.

The course grade will be based on the following percentages:

Paper	21%
Presentation	7%
Midterm exam 1	17%
Midterm exam 2	17%

Final exam	23%
Participation	10%
Attendance	5%

VI. TOPICS AND READINGS

NOTE: Readings are at ECR (password: safety) or the course Blackboard site (BB).

NB: Readings should be completed by Tuesday of the week indicated.

SESSION	WEEK OF	TOPIC AND READINGS
1	1-22	<p>Orientation and overview</p> <p>For Thursday: Haynes & Mickelson, Ch. 1: All Social Work is Political</p>
2	1-28	<p>Social Welfare Policy Overview, Ideology, Ethics</p> <p>DiNitto, Ch. 1: Politics, Rationalism, and Social Welfare Haynes & Mickelson, Ch. 2: Social Work Values Versus Politics ECR: Social Work Speaks: Forward Fill out and e-mail or bring a hard copy of the Student Information Sheet</p>
3	2-4	<p>Policy Development and Analysis</p> <p>NOTE: For one session this week, the class will meet in the Library in Room 76, in basement of the Library (above the dome) for a presentation by Linda Muroi on governmental references DiNitto, Ch. 12: Implementing and Evaluating Social Welfare Policy Haynes & Mickelson, Ch. 5: Policy Models for Political Advocacy BB: How Congress Makes a Law How a Bill Becomes a Law at http://www.leginfo.ca.gov/bil2lawd.html BB: How a Bill Really Becomes a Law</p>
4	2-11	<p>History and Trends</p> <p>DiNitto, Ch. 2: Government and Social Welfare Haynes & Mickelson, Ch. 3: The Emergence of a Social Work Polity Haynes & Mickelson, Ch. 4: The Debate</p>
5	2-18	<p>Poverty, Housing, and Homelessness</p> <p>DiNitto, Ch. 3: Defining Poverty DiNitto, Ch. 9: Changing Paradigms: The Poverty Wars ECR: Employment Policies ECR: But What About the Poor?</p>
6	2-25	<p>Social Insurance, the “Deserving Poor”</p> <p>DiNitto, Ch. 4: Preventing Poverty: The Social Insurance Programs</p>

DiNitto, Ch. 5: Helping the “Deserving Poor”: Aged, Blind, and Disabled
2-28: Midterm 1

7 3-3 **Temporary Assistance for Needy Families**

DiNitto, Ch. 6: Ending Welfare as we Know it: TANF

8 3-10 **Health Care**

DiNitto, Ch. 8: Improving Healthcare
On Reserve: Social Work Speaks: Health Care

9 3-17 **Social Services: Child Welfare, Seniors, Mental Illness**

DiNitto, Ch. 10: Providing Social Services
3-20: Midterm 2

10 3-24 **Discrimination and Diversity**

DiNitto, Ch. 11 pp. 441-492: Addressing Civil Rights and Social Welfare
Connerly, W. (2007). *Beware Of Elites Bearing Racial Theories* at
http://www.mindingthecampus.com/originals/2007/07/beware_of_elites_bearing_racial.html

March 31-April 6: Spring Break

11 4-7 **Immigration**

NOTE: On April 10: Professor will be at a conference; video and group discussions will be arranged.

DiNitto, Ch. 11, pp. 492-501: Addressing Civil Rights and Social Welfare
On Reserve: Social Work Speaks: Immigration and Refugees

12 4-14 **Advocacy, Presentations**

Haynes & Mickelson, Ch. 6: The Practitioner’s Influence on Policy
Haynes & Mickelson, Ch. 7: Influence through Lobbying
Presentations

13 4-21 **Advocacy, Presentations**

Haynes & Mickelson, Ch. 9: Monitoring the Bureaucracy
Presentations

14 4-28 **Advocacy, Presentations**

Presentations
Haynes & Mickelson, Ch. 10: Political Action Committees
ECR: Doing Your Advocacy Homework

15 5-5 **Wrap-up**

Haynes & Mickelson, Ch. 13: Jump In

5-8: Papers due

Finals week: final exam

VII. BIBLIOGRAPHY

Alexander, R. (2003). Understanding legal concepts that influence social welfare policy and practice. Pacific Grove, CA: Wadsworth-Thompson Learning.

Alperovitz, G. (2005). America beyond capitalism : Reclaiming our wealth, our liberty, and our democracy. Hoboken, NJ: John Wiley & Sons.

Conason, J. (2005). The raw deal: How the bush republicans plan to destroy social security and the legacy of the new deal. Sausalito, CA: PoliPointPress.

Dobelstein, A. (2003). Social welfare policy and analysis, 3rd ed. Belmont, CA: Brooks Cole.

Edwards, R. (Ed.), (1995). Encyclopedia of social work (19th ed.). Washington, DC: NASW Press. *Relevant articles*: Federal Legislation and Administrative Rule Making, Income Distribution, Income Security Overview, Policy Analysis, Policy Practice, Poverty, Social Welfare Policy. *Also Supplements in 1997 and 2003*: Managed Care, TANF, Working Poor, Employment and Earnings, Medicare and Medicaid: Health Policy.

Ehrenreich, B. (2001). Nickel and dimed. New York: Henry Holt.

Ellis, R. (2003). Impacting social policy: A practitioner's guide to analysis and action. Pacific Grove, CA: Wadsworth-Thompson Learning.

Ezell, M. (2001). Advocacy in the human services. Belmont, CA: Brooks Cole.

Ginsberg, L. (1998). Conservative social welfare policy: A description and analysis. Belmont, CA: Wadsworth Publishing.

Glasmeier, A. (2006). An atlas of poverty in america: One nation, pulling apart, 1960-2003. New York: Routledge.

Haynes, K. & Mickelson, J. (2006). Affecting change: Social workers in the political arena (6th Edition). Boston: Pearson/Allyn & Bacon.

Jansson, B. (2003). Becoming an effective policy advocate: From policy practice to social justice, 4th Ed. Belmont, CA: Brooks-Cole.

Kilty, K. & Segal, E. (2006). The promise of welfare reform: Political rhetoric and the reality of poverty in the twenty-first century. New York: The Haworth Press.

Magnet, M. (1993). The dream and the nightmare: the sixties' legacy to the underclass. New York: W. Morrow.

Meenaghan, T., Kilty, K., & McNutt, J. (2004). Social policy analysis and practice. Chicago: Lyceum Books.

Murray, C. (2006). In our hands: A plan to replace the welfare state. Washington, DC: American Enterprise Institute.

NASW (2003). Social work speaks. (NASW Policy Statements), 6th ed. Washington, D.C.: NASW Press.

Olasky, M. (1995). The tragedy of american compassion. Washington, DC: Regnery Publishing.

Quigley, W. (2003). Ending poverty as we know it: Guaranteeing a right to a job at a living wage. Philadelphia: Temple University Press.

Sachs, J. (2005). The end of poverty: Economic possibilities for our time. New York: The Penguin Press.

Schiller, B. (2001). The economics of poverty and discrimination. Upper Saddle River, NJ: Prentice-Hall.

Schneider, R. & Lester, L. (2001). Social work advocacy. Belmont, CA: Brooks Cole.

Simmons, L. (2004). Welfare, the working poor, and labor. Armonk, NY: M.E. Sharpe.

WEB SITES

Influencing State Policy <http://statepolicy.org/>

Administration on Aging: <http://www.aoa.dhhs.gov/>

Children's Defense Fund: <http://www.tmm.com/cdf/index.html>

Researching Federal Policy: <http://infodome.sdsu.edu/research/guides/gov/pubpolicy.shtml>

U.S. Government search site: <http://usasearch.gov/>

U.S. House of Representatives: <http://www.house.gov/>

Congressional Budget Office: <http://cbo.gov/>

President Bush policy statements: <http://www.whitehouse.gov/>

House of Representatives Progressive Caucus:
<http://www.house.gov/lee/CongressionalProgressiveCaucus/>

Overview of Entitlement Programs: Green Book: <http://aspe.os.dhhs.gov/GB/gbpage.htm>

US Census Bureau: <http://www.census.gov/>

US Census Bureau re: income inequality: <http://www.census.gov/hhes/income/incineq/>

Press releases and fact sheets from the Department of Health and Human Services: www.hhs.gov/news

Federal Government Faith-based & Community Initiatives: <http://www.hhs.gov/fbci/>

DHHS 2001 report to Congress - <http://aspe.hhs.gov/hsp/indicators01/>

Welfare Information Network: www.welfareinfo.org

MDRC (welfare reform research): <http://www.mdrc.org/>

Center on Budget and Policy Priorities: <http://www.cbpp.org/>

Economic Policy Institute: <http://www.epi.org/>

National Priorities Project: <http://www.nationalpriorities.org/index.htm>

Urban Poverty Center <http://povertycenter.cwru.edu/>

Center for the Study of Social Policy <http://www.cssp.org/>

AARP: <http://www.aarp.org/>

Inequality.org: <http://inequality.org/>

Jim Hightower, America's #1 Populist: <http://jimhightower.com/>

Hightower Lowdown Newsletter: <http://www.hightowerlowdown.org/index.cfm>

Citizens for Tax Justice: <http://www.ctj.org/>

New America Foundation: <http://newamerica.net/>

Foundation on Economic Trends: <http://www.foet.org/index.htm>

AlterNet: <http://alternet.org/>

California Legislature:
http://ca.gov/state/portal/myca_leftnav_categories.jsp?BV_SessionID=@@@@1576449256.1092858860@@@@&BV_EngineID=ccccfadcmfkmddhiefngcfkmdffidfog.0&sLeftNavCategoryPath=%2fNavigation%2fGovernment%2fCalifornia+Legislature&sNavTitle=California+Legislature

State Legislative Analyst's Office: <http://www.lao.ca.gov/laoapp/main.aspx>

California Budget Project: <http://www.cbp.org/>

California Partnership: <http://www.california-partnership.org/>

Urban Institute – www.urban.org

The Brookings Institute – www.brookings.edu

Move On – www.moveon.org

Act for Change: <http://www.workingforchange.com/activism/index.cfm>

The Cato Institute – www.cato.org

National Center for Policy Analysis – www.ncpa.org

Public Agenda – www.publicagenda.org

Hoover Institution: <http://www.hoover.org/>

The Hudson Institute – www.hudson.org

American Enterprise Institute: <http://www.aei.org/>

Radical Middle Newsletter: <http://radicalmiddle.com/index.html>

AFL/CIO – America's Union Movement: <http://www.aflcio.org/>

National Law Center for Homelessness and Poverty – www.nlchp.org

Inter-university Consortium for Research... <http://www.icpsr.umich.edu/access/index.html>

Virtual Data Center <http://thedata.org/index.php/Main/HomePage>

Local sites:

SANDAN (San Diego Association of Nonprofits): <http://www.sandan.org/>

Activist San Diego: <http://www.activistsandiego.org/home.shtml>

Center on Policy Initiatives: <http://www.onlinecpi.org/>

County of San Diego: <http://www.co.san-diego.ca.us>

County Health and Human Services Agency: <http://www2.sdcounty.ca.gov/hhsa/default.asp>

U. S. Department of Labor statistics on San Diego: http://stats.bls.gov/eag/eag.ca_sandiego.htm

San Diego County Department of Planning and Land Use San Diego fact sheets and jurisdictional statistics: <http://www.sdcounty.ca.gov/dplu/factsheets/index.html>

University of San Diego Leading Economic Indicators: <http://home.sandiego.edu/~agin/usdle/>

San Diego Regional Chamber of Commerce Economic Research Bureau Statistics: <http://www.sdchamber.org/>

SANDAG Demographics and Data: <http://www.sandag.org/index.asp?classid=26&fuseaction=home.classhome>

Updated January 2008

POLICY ANALYSIS PAPER

Papers should be 14-20 pages in length (not including the title page, references, or appendices) and should include at least 10 citations from the professional literature, relevant data, web sites, or key informants. For all specific facts you include, provide citations. For example, if you suggest that certain numbers of people will be affected in certain ways, or the policy will save or cost a certain amount of money (even estimates), provide citations. The policy may be enacted or proposed legislation (e.g., already introduced into the legislature but not passed); an executive order; or a proposal by a politician, political party, or advocacy organization. Attach a copy of the policy. For legislative policy, the policy may be an entire piece of legislation, but may also be only the section of the bill you are analyzing. For a complex policy, a portion of the full policy may be sufficient. Consult the professor as needed on this.

Each student will write at least two pages and will be graded on his or her portion and partially on the paper as a whole. Each section should have the author identified on the line with the section title.

Each paper should be typed and double-spaced, with numbered pages. Staple the upper left corner and do not include a cover or binding. Use 1" margins on all sides and use 12 pt. font size. Use APA format regarding any style criteria. Remember to cite all key facts and opinions in the text and ensure that all of these are included in the References section.

Organize your paper based on the following format. Use section headings and address all items. Assume that your audience is a policy maker or an individual interested in social policy who may want to impact the policy-making process or public opinion. Use this format:

Executive Summary

1. Summarize the main points of the paper in no more than one page. Include a brief synopsis of the policy, the major points made in the analysis, and your recommendation.

Overview of the policy

2. Is this policy on a national, state, or local level?
3. Is it legislation which has been passed; legislation which has been introduced but not passed; an executive order; or a proposal by a politician, political party, or advocacy organization?
4. What exactly is being proposed by this policy? What are its goals or expected outcomes? In other words, what is it expected to accomplish?
5. What influential individuals or groups (including politicians and advocacy organizations) do or are likely to support the policy? Why? What influential individuals or groups do or are likely to oppose it? Why?
6. What are the views or positions of NASW on this policy as reflected in *Social Work Speaks* or other NASW sources?

Social problem related to the policy

6. What social problem or condition is the policy designed to ameliorate, resolve, or improve? How is the policy expected to change the social problem or condition? *Provide local data and either state or federal data on the nature and scope of the problem.* How many people are affected and in what ways?
7. Summarize any other efforts that have attempted to change the social problem or condition, and cite research as appropriate. How does the present policy relate to these previous efforts?
8. What are the likely consequences of the social problem or condition if no policy action is taken?

Impact of the policy

9. How will the policy be implemented? What will be the administrative auspices (e.g., what governmental entity will be responsible for implementation)? Will new programs be set up and funded? If so, what will they be required to do? Will new taxes, income transfers, or regulations be implemented?
10. Who will benefit or win if the proposed policy is adopted? Be clear about which specific groups will benefit and how each will benefit or win. What specific benefits are expected?
11. Who will lose by the proposed policy? Be clear about which specific groups will lose and how each will lose.
12. What other individuals or groups will be affected, either directly or indirectly, by the proposed policy? These groups may not be winners or losers, but merely affected in some way by the policy.

Values of the policy

13. What values are represented by the policy (e.g., social justice, individual rights, liberty, equity, fairness, personal responsibility)? Do there seem to be covert values represented as well (e.g., preserve or change aspects of the status quo)?
14. What social work values are relevant to this policy? How would this policy address these values?

Costs associated with the policy

15. If the policy is adopted what fiscal costs are likely to occur? What will be the source of funds?
16. Are cost savings expected to occur in some other area as a result of this policy?
17. If the policy is adopted, what social, environmental, or human resource costs are likely to be encountered?
18. Is the policy expected to decrease government costs or add to a government deficit? Will other programs need to be cut to implement this policy?

Unanticipated consequences

19. What are the unanticipated consequences of the proposed policy? These are not obvious from the text of the proposed policy, but must be inferred by the analyst. *This is important because policy-makers want to be able to identify potential problems associated with a policy before deciding whether or not to adopt it.*

Alternative solutions

20. What is one viable, alternative way to address the social problem or condition? Describe an alternative policy which is supported by opponents of the policy you are analyzing. How would this impact on the unanticipated consequences identified in your analysis? How would it impact on the benefits? What might be some unanticipated consequences with your alternative plan?
21. Which of the two options, the original proposed policy or the alternative, would be preferable? The discussion of preferability should involve at a minimum, a balancing of the values of equity and justice with political feasibility. Discuss why your group believes your choice to be the better option.

Your opinion

22. What should the policy-makers do in regard to the proposed policy? Explain why your group believes the way you do. You could recommend no action (including keeping the policy in its present state), minor changes in the policy, major changes, or any alternative option.

References which you must include are:

- a. the policy (legislation or other documentation)

- b. local and state or federal data on the problem
- c. at least one key informant (see below for examples)
- d. Social Work Speaks or reference to relevant sections of NASW documents (including California and national NASW web sites) or the NASW Code of Ethics

Other reference areas for your research may include:

- a. the Governmental Publications section of the library for legislation and related information such as legislative hearings and reports
- b. the General Reference area of the library for sources such as abstracts (Social Services and Sociological, in particular), the Encyclopedia of Social Work, the Expanded Academic Index, the National Newspaper Index, Public Affairs Information Services Bulletin (some of these are on line)
- c. professional journals, news magazines, and newspapers
- d. issue papers from think tanks or advocacy organizations (often available at web sites such as those on the Syllabus)
- e. key informants such as legislators or their staffs, government analysts, advocacy organization representatives, managers of local programs, and direct service providers
- f. sources through the DiNitto Research Navigator