



**SPPP 529: CHILD AND FAMILY POLICY  
AND SERVICE DELIVERY**

David Crampton, PhD  
Full Time Program  
*Spring 2009*

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**COURSE DESCRIPTION**

This course focuses on major social policy related to children, youth and families, especially those affecting poor and vulnerable groups, including people of color, women, and individuals and groups with special needs. The course uses a policy/practice framework to examine the creation and implementation of child and family policy and to prepare students to participate in policy change. A Policy Practice Project provides an opportunity for students to develop skills in planning, advocacy, and policy development. Students work in groups to develop and implement a change strategy targeted at the agency or community level.

**COURSE OBJECTIVES RELATED TO ABILITY STATEMENTS**

Successful completion of this course will prepare the student to:

*(The items in parentheses refer to the MSASS ability statement(s) to be specifically addressed and developed through the objective.)*

1. Identify key trends and analyze controversial issues in child and family policies; *(Advocating for Social Justice)*
2. Know major federal legislation affecting children and families, especially people who are poor, people of color, and individuals and groups with special needs; *(Advocating for Social Justice)*
3. Exhibit skills in performing selected advocacy tasks; *(Advocating for Social Justice)*
4. Utilize critical thinking skills to gain competence in implementing a purposeful change campaign in response to a contemporary need at the agency or community; *(Advocating for Social Justice, Critical Thinking)*
5. Realize self-awareness of role and functioning in small groups and of group processes. *(Professional Use of Self, Social Work Practice)*
6. Examine value assumptions and ethical issues involved in policies related to children and families and in policy / practice. *(Integrating Social Work Values and Ethics)*
7. Demonstrate effective oral and written communication skills in policy analysis and advocacy. *(Communication, Advocating for Social Justice).*

## Advocacy Skills

All MSASS advanced policy courses are designed to teach the following skill set:

1. Ability to identify & analyze policies and service delivery systems affecting practice (both CSD & DP).
2. Ability to identify policies across service systems and fields of practice that affect individuals, clients, families and communities.
3. Ability to implement policy change.
4. Ability to advocate, conduct policy practice, including creating advocacy leaders.
5. Ability to understand and use policy analysis frameworks to critique policy practice and gaps in policy, including the ability to make international comparisons.
6. Ability to use policies and resulting programs effectively in helping clients to obtain needed resources.

## TEXT REQUIRED:

Hess, Peg McCartt; McGowan, Brenda G. and Botsko, Michael (2003). Nurturing the one, supporting the many: the Center for Family Life in Sunset Park, Brooklyn. New York: Columbia University Press. **MSASS Reserve: HN49.C6 H47 2003.**

## SUGGESTED:

Haynes, K.S. & Mickelson, J. (2003). Affecting Change (5<sup>th</sup> ed.). Boston, MA: Allyn & Bacon. **MSASS Reserve: HV40.8.U6 H39 2003.**

McInnis-Dittrich, K. (1994). Integrating Social Welfare Policy & Social work Practice. Pacific Grove, CA: Brooks/Cole. **MSASS Reserve: HV95.M34 1994**

MoveOn's 50 ways to love your country: how to find your political voice and become a catalyst for change (2004). Maui, HI: Inner Ocean Publishing. **MSASS Reserve: JK1764.M68 2004**

Schorr, L.B. (1997). Common Purpose: Strengthening Families and Neighborhoods to Rebuild America. New York: Doubleday. **MSASS Reserve: HV91.S2945 1997**

Readings are assigned for each class session. Most of them are from *Nurturing the One* or journal articles that can be obtained through the course web page on Blackboard (<http://blackboard.cwru.edu>) and/or from the Harris Library. The suggested books listed above may be helpful to you with your advocacy project (Haynes & Mickelson; McInnis-Dittrich; Moveon.org) and/or understanding key themes for the course (Schorr). All of these books are on reserve at Harris library and I have listed some suggested sections for you in the syllabus.

## METHODS TO ATTAIN OBJECTIVES

This course combines classroom discussions, lectures, small group exercises, and presentations. Students will participate in a workgroup dealing with a specific family or child advocacy issue at either the agency or community level. Over the course of the semester, students are expected to research the issue, interview as appropriate, make recommendations for change, develop a plan to implement those recommendations, implement at least a portion of them, assess the effects of the change effort and then write a report describing the entire process.

## **Instructor's Responsibilities**

1. Develop lectures, discussions, and exercise material.
2. Arrange for films, equipment, etc.
3. Facilitate group activities.
4. Read and comment on student's assignments.
5. Evaluate student's work and provide feedback.

## **Student's Responsibilities**

1. Attend and participate in **all** class sessions.
2. Share learning, thoughts and ideas with the class.
3. Complete **all** assignments on time. This includes readings and papers. *Note: Points will be deducted **per day** for each day that an assignment is late unless **prior** approval has been received from the instructor.*
4. Provide feedback to the instructor on identified learning needs as the course progresses.
5. All written assignments are to be typed, double spaced and follow APA (5<sup>th</sup> edition) guidelines when appropriate.

Students who miss more than 20% of class meetings, for any reason, will not be eligible to receive credit for the course and will be required to withdraw from it. In the full-time program, students may not miss more than three classes. Instructors may permit exceptions at their discretion and may require makeup assignments for any amount of time missed from class.

Please note that you are expected to follow MSASS policies as they pertain to the Professional Code of Conduct, Plagiarism, and Incompletes as stated in the MSASS Student Manual:

Professional Code of Conduct – Failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability requisite for professional practice, as well as inappropriate or disruptive behavior toward colleagues, faculty, or staff (at school or field placement) will be the basis for nonacademic termination policies.

Plagiarism – The submission of work done by another with the intent that it be viewed and evaluated as one's own. Thus, copying on an examination, turning in a term paper or homework assignment done by someone else, intentionally using or presenting false data, and making extensive use of sources without acknowledging them are all interpreted as acts of plagiarism.

Incompletes – A grade of Incomplete is given at the end of the semester only when a student has discussed the matter with his/her instructor and there are extenuating circumstances that clearly justify an extension beyond the requirements established for the other students in the class.

## **Statement on Disability**

Academic accommodations are available to students with documented disabilities. In order to access the accommodations for which you may be qualified, please register with the office of Disability Resources (ESS, Sears 470). The staff there will verify your need for specific accommodations and provide you with a memo to inform me of your needs. Once you have received this memo, please make an appointment to see me privately to discuss your needs. Please be aware that any needed accommodations cannot be implemented retroactively; therefore timely notification of your needs is in your best interest.

## GRADING

Final grades will be calculated based on the following percentages:

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|---|------------------|
| 1. Problem Identification and Planning Paper (5-8 pages)<br><b>Due February 17, 2009</b> (group)                  | <b>Ungraded*</b> |
| 2. Policy Analysis <b>Due March 17, 2009</b> (individual) (8-10 pages)  | <b>25%</b>       |
| 3. Written Communiqué: Op-Ed piece or Legislative Testimony<br><b>Due March 31, 2009</b> (individual) (5-7 pages) | <b>15%</b>       |
| 4. Project Presentations (20-30 minutes per group) <b>Due April 7, 14 or 21, 2009</b>                             | <b>15%</b>       |
| 5. Final Report and Evaluation of Project (8-10 pages)<br><b>Due April 21, 2009</b> (group)                       | <b>25%</b>       |
| 6. Attendance & class participation (including five paragraphs based on readings)                                 | <b>20%</b>       |

\*Although the Problem Identification paper is not graded, you will receive comments from me to help you develop your project.

Earning the full 20% for attendance and class participation requires that there be no more than one absence – for any reason – and interested participation in each class. In addition, each student will write five, one paragraph reactions to the assigned readings and post them on the appropriate Blackboard discussion board. They should be posted no later than 5 pm on the Monday before class.

In the rare event that an individual's contribution to the project group differs greatly from the norm for the rest of the group, I reserve the right to give that individual a grade for group work which differs from the grade given the other group members.

Grading criteria for each assignment are listed at the end of the syllabus.

### COURSE GRADING CRITERIA

- A = 96-100 points
- A- = 91-95 points
- B+ = 87-90 points
- B = 83-86 points
- B- = 79-82 points
- C+ = 75-78 points
- C = 71-74 points
- C- = 67-70 points
- F = 66 points or below (Failing)

### ONLINE COURSE EVALUATIONS

The course evaluation is designed to assess the quality of the course, the instruction, and the effect that both had on your learning. Evaluations need to be completed within a two-week time frame: one week prior to and one week after the close of classes. The link for completing evaluations is as follows: <https://its-services.case.edu/course-evals/evaluate>

The evaluation serves several important functions. Personally, it allows you to reflect on the course and how it impacted your learning. Educationally, it allows the Curriculum Committee to assess the quality of the course in the overall programming for social work practice. Administratively, faculty use the feedback to improve instruction. Therefore, it plays a significant role in the school, and your full and careful attention is appreciated.

## COURSE OUTLINE

This course will consider the topics listed here on the dates specified. Revisions to the schedule will be announced in class. Readings are to be completed before the scheduled class session.

### **Week 1: Jan. 13 Course Introduction; Introduction to Family Policy Ideology**

#### **Introductions and review of Syllabus**

#### REQUIRED READINGS:

Hartman, A. (1995). Ideological themes in family policy. *Families in Society*. 76(3), 182-192.

*In-class policy problem exercise*

#### GROUP FORMATION BEGINS

### **Week 2: Jan. 20 Policy-Practice, Advocacy and Ethics**

#### REQUIRED READINGS:

Figueira-McDonough, J. (1993). Policy Practice: The neglected side of social work intervention. *Social Work*, 38 (2), 179-188.

Gilbert, N. & Specht, H. (1976). Advocacy and professional ethics. *Social Work*, 21(4), 288-293.

Manning, Susan. (1997). The social worker as moral citizen: Ethics in action. *Social Work*. 42(3). 223-230.

#### SUGGESTED READINGS:

Haynes, K.S. & Mickelson, J. (2003). Affecting Change (5<sup>th</sup> ed.). Boston, MA: Allyn & Bacon, chapters 3 and 4, pp. 29-62.

*In-class social work ethics exercise*

### **Week 3: Jan. 27 Families as a Social Service**

#### REQUIRED READINGS:

Hess, McGowan and Botsko, Introduction and Chapter One

McKnight, J. (1997). A 21-st century map for healthy communities and families. *Families in Society*. Mar/Apr, 117-127.

Steven, E. G. (2007). Perspective Analysis: McKnight's Careless Society and the Strengths-Based Approach to Social Work. *Social Work*, 52:3, 275-77.

*In-class exercise based on McKnight reading*

### **Week 4: Feb. 3 Assessment and Planning**

## REQUIRED READINGS:

Hess, McGowan and Botsko, Appendices, A, B, C.

Bardach, E. (2000). *A practical guide for policy analysis: the eightfold path to more effective problem solving*. New York, NY: Chatham House Publishers of Seven Bridges Press, pp. xiii-xvi, 1-7 (introduction and Part 1.1) Available at [http://www.netlibrary.com/ebook\\_info.asp?product\\_id=35223&piclist=](http://www.netlibrary.com/ebook_info.asp?product_id=35223&piclist=)

## SUGGESTED READINGS:

Haynes, K.S. & Mickelson, J. (2003). *Affecting Change (5<sup>th</sup> ed.)*. Boston, MA: Allyn & Bacon, chapters 1, 2, 5, 6; pp. 1-27, 64-96.

McInnis-Dittrich, K. (1994). *Integrating Social Welfare Policy & Social Work Practice*. Chapter 6: The policy-making process: The problem-solving approach (pp. 98-112); Chapter 9: The practitioner's role in changing agency-level policy (pp. 149-162).

## GROUP FORMATION COMPLETED

### Discussion of Policy analysis assignment

<b>Week 5: Feb. 10</b>	<b>Economic Context of Families</b>
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## REQUIRED READINGS:

Sawhill, I. and Haskins, R. (2002) "Welfare Reform and the Work Support System." Washington, DC: The Brookings Institution. Available at <http://www.brook.edu/dybdocroot/wrb/publications/pb/pb17.pdf>

Center on Urban Policy & Social Change (October 2004). "How are they managing: A retrospective of Cuyahoga County families leaving welfare." Cleveland, OH: MSASS.

[http://povertycenter.cwru.edu/urban\\_poverty/dev/pdf/HATM72004final.pdf](http://povertycenter.cwru.edu/urban_poverty/dev/pdf/HATM72004final.pdf)

Susan W. Hinze and Dawn Aliberti. "*The Feminization of Poverty: A Global Perspective.*"

Berger, L. M. (2007). Socioeconomic Factors and Substandard Parenting. *Social Service Review*, 81(3), 485-522.

*Guest lecture by former Congressman Louis Stokes*

<b>Week 6: Feb. 17</b>	<b>Intervention Strategies and Tactics</b>
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## REQUIRED READINGS:

Hess, McGowan and Botsko, Chapter 6

Campbell, M. (1984). Action ideas (pp. 152-154). In L. Staples, *Roots to Power: A Manual for Grassroots Organizing*. New York: Praeger.

Sharwell, G. (1982). How to testify before a legislative committee. (Chapter 6, pp. 85-98). In Mahaffey, M. and Hanks, J. (Eds.). *Practical Politics: Social Work and Political Responsibility*. Silver Spring, MD: NASW

Stoesz, D. (1993). Communicating with the public. *Social Work*, 38(4), 367-368.

Crampton, David (2004). "Community must seek ways to aid its most vulnerable families." *Plain Dealer*, July 28, 2004.

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

Note: If you would like to write a reaction paragraph this week, please write about the Nurturing the One chapter of the Lens article; the other readings are too short.

#### SUGGESTED READINGS:

Haynes, K.S. & Mickelson, J. (2003). *Affecting Change (5<sup>th</sup> ed.)*. Boston, MA: Allyn & Bacon, chapters 7 and 9; pp. 97-118, 139-151.

*In-class exercise based on the Berger definition of "Substandard Parenting" described in Appendix A of his article.*

### **PROBLEM IDENTIFICATION AND PLANNING PAPER DUE**

<b>Week 7: Feb. 24</b>	<b>Strengthening Families and Neighborhoods: Family Preservation and Family Support</b>
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#### REQUIRED READINGS:

Hess, McGowan and Botsko, Chapters 2 and 3

Chase-Lansdale, P. L. and Pittman, L. D. (2002). "Welfare Reform and Parenting: Reasonable Expectations." *The Future of Children* 12(1), pp. 167-185. Available at: [http://www.futureofchildren.org/usr\\_doc/tfoc12-1i.pdf](http://www.futureofchildren.org/usr_doc/tfoc12-1i.pdf)

*In-Class Exercise based on Nurturing the One.*

<b>Week 8: March 3</b>	<b>Child Protection: Complex Issues and New Challenges</b>
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#### REQUIRED READINGS:

Waldfoegel, Jane. (2000). Reforming child protective services. *Child Welfare*. 79(1). 43-57.

Waldfoegel, J. (2004) Welfare reform and the child welfare system. *Children & Youth Services Review*, 26, 919-939.

#### SUGGESTED READINGS:

Feild, T. (1996). Managed care and child welfare: will it work? *Public Welfare*. 54 (3), 4-10.

Huxtable, M. (1994). Child protection: With liberty and justice for all. *Social Work*, 39(1), 60-66.

*In-class Child Abuse and Neglect opinion exercise*

**March 10 – SPRING BREAK – No Class**

**Week 9: March 17 Coalition Building and Citizen Advocacy**

Jacobson, W.B. (2001). Beyond therapy: Bringing social work back to human services Reform, *Social Work*, 46 (1), 51-62.

VIDEO: The Adoption & Safe Families Act of 1997: Child Advocates or Social Workers Effecting Change: Legislative Advocacy

SUGGESTED READINGS:

Haynes, K.S. & Mickelson, J. (2003). *Affecting Change (5<sup>th</sup> ed.)*. Boston, MA: Allyn & Bacon, chapters 8 and 10; pp. 119-138, 152-165.

**POLICY ANALYSIS DUE**

**Week 10: March 24 Permanence and Continuity: Adoption Trends, Issues & Legislation**

REQUIRED READINGS:

Hess, McGowan and Botsko, Chapter 4

Duerr Berrick, J. D. (2006). Neighborhood-Based Foster Care: A Critical Examination of Location-Based Placement Criteria. *Social Service Review*, 80(4), 569-83.

Hollingsworth, L.D. (1999). Symbolic interactionism, African American families, and the transracial adoption controversy. *Social Work*, 44(5), 443-53.

Brooks, D. (1999). Adoption and race: Implementing the multiethnic placement act and the interethnic adoption provisions. *Social Work*. 44(2). 167-178.

Chapman, M.V. et.al. (2004) Children's voices: The perceptions of children in foster care. *American Journal of Orthopsychiatry*, 74 293-394.

Optional:

Crampton, D. (2007). Debate with Authors: In response to Jill Duerr Berrick's "Neighborhood-based foster care: A critical examination of location-based placement criteria". *Social Service Review*, 81(2), 343-345.

Duerr Berrick, J. (2007). A response to David Crampton. *Social Service Review*, 81(2), 347-349.

**Week 11: March 31 Community Based System Reform to Strengthen Families and Neighborhoods: Family Group Conferencing and Team Decisionmaking**

READINGS:

Crampton, D. & Jackson, W. L. (2007). Family group decision making and disproportionality in foster care: A case study. *Child Welfare*, 86(3), 51-70.

Ohio & Kinship Care: The Challenge for Grandparents & Other Caregivers. Children's Defense Fund-Ohio.  
[www.childrensdefense.org/ohio](http://www.childrensdefense.org/ohio)

Gordon, et.al. (2003) A first look at the need for enhanced support services for kinship caregivers. *Child Welfare*, 82, 77-96.

*VIDEO: Team Decisionmaking*

**DUE: WRITTEN COMMUNIQUE (LEGISLATIVE TESTIMONY OR OP-ED PIECE)**

**Week 12: Apr. 7 School Social Work and Community-based practice**

Hess, McGowan and Botsko, Chapters Five and Seven , I may add a school social work reading and/or early intervention reading based on your suggestions, we may have some presentations

**Week 13: April 14 Project Presentations**

**Week 14: Apr. 21 Project Presentations**

COURSE EVALUATION AND WRAP-UP

DUE: FINAL REPORT AND EVALUATION OF PROJECT PAPER FOR ALL GROUPS

## ADVOCACY PROJECT ASSIGNMENT

### ASSIGNMENT OBJECTIVES

The Advocacy Project is designed to help students plan, implement, and evaluate an advocacy strategy aimed at promoting change at the organizational, community, state or federal level in order to advance service, resource, or opportunity systems which are more humane, equitable, and just for children and families. This project will provide students with the opportunity to develop:

- 1) Self awareness and competence in working in task groups.
- 2) Proficiency in utilizing models for planning and evaluation.
- 3) Skill in advocacy, policy-practice, and social change.

### PROJECT DESCRIPTION

The Advocacy Project is intended to involve students actively in an effort aimed at changing social policy impacting children, youth, and/or families. Students will engage in advocacy activities, critically evaluate the advocacy effort, and reflect on their own effectiveness. Group projects are **strongly encouraged** but are not required. (See note about groups under grading)

Students should select a policy problem and begin to plan their Advocacy Project activities within the first four weeks of class. The pre-class assignment consists of a Problem Identification and Planning Paper. Take care that your project concerns a policy problem (i.e. law, regulation or rule, written or unwritten) as opposed to programmatic or direct service issues. For example, you might choose to address the way in which new programs can or cannot be considered at your agency from a policy standpoint, but this project would not concern the design of a specific direct service program. At least one of the students in the group should be a member of an organization that is connected to the policy you wish to change.

Students research the policy and its impact on a population, suggest needed changes to that policy, develop a plan for advocacy for those changes, *actually implement* the advocacy plan and then evaluate the effectiveness of their actions. Because of the short time-frame for this project, it is absolutely essential that students quickly focus on an area in which it is possible to accomplish these tasks in the time frame allotted.

Students will receive feedback from the instructor on their proposed Advocacy Projects. Through class exercises and consultation, specific goals, objectives, and tasks for the Advocacy Project will be refined. Students should prepare themselves for this important work by carefully reading all assigned readings listed in the syllabus.

During the last two sessions of the course students will make class presentations of 20 - 30 minutes each to share their progress-to-date on their projects and receive additional consultation from the instructor and the class.

The final report analyzes the Advocacy Project activities and critically reflects on the Advocacy Project as a policy-practice experience in working with other individuals, groups, and organizations.

**Special Note Re: Groups:** Group projects are encouraged, since most advocacy involves group effort. Activities of the project may be delegated in any way the group decides will best implement the project objectives. The specific steps required for the Advocacy Project are as follows:

1) Problem Identification and Planning

Identify a problem which interests you or your group as a potential target for an advocacy effort at the agency or community level. The problem should directly affect children and families. Pre-plan a change effort. The most efficient way to do this is to work with an existing organization--either the agency where you work or have your field placement or another organization from the community that is already working for change in the area you have selected. If you decide to work with an existing organization, this will require that you meet with the organization to begin to plan your Advocacy Project. Remember, the semester is short. You must quickly choose and articulate the advocacy target--there is no time for waffling.

Use the required readings and suggested Haynes and McInnis-Dittrich readings to help you think about different change strategies and employ the steps of the problem-solving process. The range of possible change strategies is unlimited, except by the time limit of the semester. Consider employing a range of tactics so that group members are exposed to different mechanisms, but if you can argue that one time-consuming tactic is a better investment of your time, I am open to that option. Write up your plan for the ungraded paper due February 17, 2009.

2). Policy Analysis

Analyze the specific policy you are targeting for change using the format included in the syllabus. Attach a copy of the actual policy to your analysis. Due March 17, 2009.

3) Implementation of the Change Strategy  
(Duration of the semester)

Continue to fully implement the planned change effort. Carry the strategy through as far as you can in the time available. Keep a record of your activities and any evidence of outcomes. Monitor your efforts both for their success in attaining your original goals and for possible unintended side effects (positive or negative). Revise your strategy as needed. Your grade will not be based on how successful your strategy was in actually creating the desired change, but rather on the thoroughness, effort and clarity of thought that you brought to the advocacy process.

4) Written Communiqué (Legislative Testimony or Op-Ed Piece)  
(Due March 31, 2009)

Choose one: Write testimony to an imaginary or actual legislative or regulatory committee that would have authority to take action related to your proposed policy change. Make your testimony as persuasive as possible, reflecting an understanding of the process outlined by the Sharwell chapter. **Or** prepare an Op-Ed piece suitable for publication in a newspaper or periodical. Your aim is to influence public opinion. Guidelines are reviewed in the article by Stoesz. Follow these guidelines carefully. With either format, you should advocate for a change that you could implement if you

were put in charge of the policy. In real life, neither of these tools would include references, but for this assignment, please attach a list of the sources you used.

5). Class Presentation

(April 7, 14 or 21; approx. 20-30 minutes)

Individuals or groups may present their topic in any way they choose. The only requirement is that you use some sort of presentation tool, (e.g. Power Point, handouts, transparencies, role-playing, or group participation techniques). The outline and grading are attached.

6) Project Report and Evaluation –Due April 21, 2009

Typically, by the time your group has prepared your presentation, you have everything you need to complete the final report by the last day of class. However, for this assignment only, I am willing to discuss a later due date if your group needs more time.

**I have attached the grading criteria and outline for all of the assignments.**

SPPP 529: Child and Family Policy and Service Delivery  
Problem Identification and Planning Paper  
5-8 pages  
Due February 17, 2009

Many students struggle with this assignment, therefore it is not graded. Your group should use the paper as an opportunity to work through your problem definition and develop a plan for addressing your chosen problem. You can expect that your problem and plan to change as you gather more information.

**1. Policy Issue**

Assess the problem and/or needs

Describe the problem. Who is affected and how are they affected? Consider Bardach's advice: don't define the problem as a solution, try to make your definition evaluative, and consider the causes.

What knowledge is available regarding need (literature, agency documents, policy reports, etc.)? What are the barriers to meeting need? What other efforts have attempted to deal with problem?

Develop some alternatives

What are some different ways to address this problem? What criteria should be used to choose among them?

Chose a course of action

How could you evaluate the results of a policy change?

**2. Advocacy Plan**

Identify Needed Advocacy Effort

What change in policy is needed? (Be very specific.) What is the target organization? Who has the authority to change the policy? What other organization(s) are working on the policy? Which advocacy techniques will you use?

Develop some alternative advocacy strategies and criteria for choosing among them

Choose a course of action and an advocacy plan

How could you evaluate the results of your advocacy effort?

Develop a timetable that will allow you to begin working on change as soon as possible so that you can evaluate the reactions to your ideas. If you are working in a group, briefly describe who is responsible for the various tasks that are part of your plan. If you have trouble implementing a group effort at any point, please let me know ASAP.

*If this assignment were graded, I would assign points to each part of the paper and you would be graded on the extent that you covered each section. For this paper I will give you comments and a sense of how well you addressed each area.*

SPPP 529: Child and Family Policy and Service Delivery  
Policy Analysis due March 17, 2009

Please note: This is an individual assignment. If you are working in a group or there are students working on a similar issue, you can certainly collaborate. However, each student should turn in a paper that is their own work.

Overview (4 points)

Describe the history of the policy and some of the ideological themes in the policy (e.g. definition of family; family-state relationship; family rights). Describe service delivery issues such as which levels of government are involved, is community participation encouraged, is the policy targeted or universal, how is the policy funded? If possible, attach a copy of the policy or a summary (or if it is on the web, list the URL).

Problem Definition (6 points)

This is the most important step and something you may have to return to as you go through the analysis process. Consider Bardach's advice: avoid defining the problem in terms of a solution; make your definition measurable; and think of deficits, excesses and causes. Problem definition is necessarily a political act, but try to appear objective in your presentation.

Evidence (4 points)

What evidence of the problem can you provide? A brief review of related research is helpful, but also try to include data specific to your community or agency.

Alternatives and Criteria (4 points)

Develop a list of alternative solutions to the problem and the criteria that should be used to choose among them. A brief description of related literature may be helpful, however, what works in Sweden may not work in Ohio.

Project the Outcomes (4 points)

Suggest how your policy could be evaluated. What would be reasonable criteria for success?

Presentation (3 points)

Please use the APA citation format and check your grammar and spelling.

*Always feel free to call or e-mail me with any concerns or questions you have as you work through the assignments in the course.*

Written Communiqué  
3-5 Pages  
Chose an Op-Ed **OR** Testimony, Due March 31, 2009

Testimony Format:

- Briefly introduce yourself: name, where you are from, who you represent
- Express appreciation to the panel for the opportunity to testify
- Describe your qualifications in relation to this issue
- Briefly state your goal and the key points you will make
- Describe the problem; make it meaningful to the panel with stories or vignettes
- Use clear statistics and program information judiciously
- Describe successful approaches in other similar jurisdictions
- Offer specific and concise recommendations
- Limit suggestions to things in control of the panel
- Summarize your main points, thank the panel and offer to answer any questions
- Keep your testimony short and easy to understand, 5-10 minutes

Op-Ed Format:

- 3-4 double-spaced pages/catchy title
- 'Provocative' and 'punchy' style no footnotes (except for class assignment!)
- Avoid jargon, appeal to the general reader
- Limited use of powerful statistics
- Well-chosen anecdotes
- Close with plausible suggestion for community action. Could you execute your suggestion if you were in charge?

	<b>Criteria for both formats</b>
1.	Does the paper follow the formats outlined in the readings (Sharwell/Stoesz) and class handouts? <b>(7points)</b>
2.	Does the paper advocate for a change the student could make if they were in charge? <b>(5 points)</b>
3.	Is the communiqué written in a professional manner, including overall presentation, grammar, spelling, and punctuation? <b>(3 points)</b>

Project Presentation due April 7, 14, or 21, 2009

Presentations will be 20-30 minutes in length. Groups may present their topic in any way they choose. The policy topic should be covered in a thorough, professional, and change-oriented manner. You are required to use at least one presentation tool such as handouts, PowerPoint/transparencies, role-playing, visual aides, or group participation techniques.

Overview of Project Activities (3 points)

- Describe the problem
- Who is affected?
- How are they affected?

Goal(s) of the Advocacy Effort (3 points)

- Process goals (If you had them)
- Outcome goals

Interventions to Date (3 points)

- What have you done?
- With whom or where was it done?

Outcomes of the Interventions (3 points)

- What have been the intended outcomes?
- What have been the unintended outcomes?
- What remains to be done?

Professional Presentation (3 points)

- Organization, preparation, “smoothness”
- Use of presentation tools
- Involvement of all group members

*Always feel free to call or e-mail me with any concerns or questions you have as you work through the assignments in the course.*

SPPP 529: Child and Family Policy and Service Delivery  
Final Report and Evaluation of Project  
8-10 pages, due April 21, 2009

Write your group paper in two parts: 1) Report of Project Activities, and 2) Evaluation of the Advocacy Project. Use the outline to guide your work and incorporate as much of the problem identification and planning paper as necessary to create a seamless report of your activities. Your evaluation should rate your effort in terms of its success in attaining your initial goal(s). Provide an informed critique of how your project worked (or did not work) in relationship to the “host” organization, other advocacy efforts, or other organizations. Also include a thoughtful assessment of your project as a policy-practice effort, i.e., policy change initiated by a direct practice social worker. You must address how your group functioned as a group, or if you are working as an individual, you must discuss the role of collaboration issues in you project.

Overview (5 points)

Briefly restate the problem you addressed, the evidence of the problem, and the strategy you implemented to try to address the problem.

Report on Project Activities (10 points-based on amount of activity and description)

Interventions to Date

What have you done?

With whom or where was it done?

Who did it? (Specify activities of each group member.)

What were the time frames for doing it?

Outcomes of the Interventions

What have been the intended outcomes?

What have been the unintended outcomes?

Unfinished Business- What remains to be done?

Evaluation of the Advocacy Effort (7 points)

Analyze your effort in relationship to your objectives.

Did you meet your outcome objectives?

Did you meet your process objectives (if you had them)?

If not, why not?

Provide an informed critique of your advocacy effort:

In relation to target organization

In relation to other advocates/organizations involved

In relation to benefits to client(s)

What would you do differently next time?

Presentation (3 points) Please use the APA citation format and check your grammar and spelling.