I. COURSE RATIONALE
How this course relates to the School’s mission. Social workers help to create a society in which basic human needs are met and the strengths of individuals, families, groups, organizations and communities can emerge and grow. Effective social work builds on a solid understanding of the social welfare policies and programs that demonstrate a society's ability, or inability, to meet its people's needs, build upon their strengths, and enhance their well-being.

How this course relates to other courses in the curriculum. This course builds on knowledge, skills, and abilities that students develop, often simultaneously, in their foundation level courses on human behavior and the social environment; practice with individuals, families, groups, organizations, and communities; and research. In addition, the course complements and furthers students’ learning in field practicum by helping them focus on the social welfare policy context of their agency-based practice. These practicum experiences simultaneously enrich classroom learning as students share their policy related learning opportunities with their colleagues, generalizing analyses skills and identifying common elements of social welfare policies and programs as they affect social well-being. Finally, students will have the opportunity to use foundation-level knowledge, skills, and abilities from this course as they build advanced knowledge, skills, and abilities in their future clinical or administrative practice courses, and in advanced community and policy practice electives.

How this course prepares students to be advanced level practitioners. This class builds social work practice skills in policy research, policy analysis, and policy practice. Social welfare policy and program analysis skills are central in our work to value diversity, advocate for populations at risk, end oppression and discrimination, and promote social and economic justice. Consistent with professional values and ethics, this course further helps students build knowledge and skills that social workers need in order to make social policy changes that will enhance social and economic well-being.

What this course covers. The purposes of this course are to help students: (1) learn the history, mission, and philosophy of the social work profession and the evolution of social welfare policy (2) develop a beginning level understanding of the development, implementation, and impact of major US social welfare policies and programs (3) research and analyze US social welfare policies and programs using a comprehensive framework with special attention to equity and justice (4) build foundation level policy-practice skills.
Throughout the course students are helped to connect their classroom work and their field work with current social welfare policies and related programs. Special attention is given to policies and programs that affect social and economic security throughout the life span. The course also includes an introduction to policies and programs that are central to fields of practice in child and family welfare, aging, health, and mental health.

The course focuses on state and federal level social policies in the US, but also includes opportunities for students to learn from the social policy experiences of other countries. Students develop skills in analyzing the ways in which social conditions, values, and ideologies shape the definitions of social problems, the formulation of social policies, and the implementation of policies that impact well-being.

The rationale in individual instructors’ syllabi should be exactly the same as in the master syllabus.

II. EDUCATIONAL OUTCOMES

At the completion of the course, students will be able to:

1. Critically analyze the impact of major US social welfare policies on diverse populations, client systems, and communities, as well as on the practice of social workers and their agencies

2. Trace the history of the US policy response to basic human needs and the role of social work in that history

3. Describe the historical contributions and the contemporary role, mission, and philosophy of social work in social welfare policy development and implementation

4. Write a brief of a selected social welfare policy with special attention to social and economic justice, and demonstrating cultural competency in regard to age, class, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, gender and sexual orientation

5. Provide a brief report on use of the policy brief (dissemination strategies, collaboration with colleagues and clients, other policy practice activities); if and how policy has been impacted; and next steps in policy practice

6. Demonstrate a beginning level understanding of US social policies and programs in child and family welfare, aging, health, and mental health including ways in which major US social welfare policies help, and hurt, people's ability to achieve and maintain optimal health, mental health, and other measures of well-being through the life span

7. Describe the US policy structure for economic security throughout the life span including information on: (a) the distribution of income and assets in contemporary US society (b) demographic changes, projected changes, and the impact of those changes on social and economic security (c) the role of values and ideology in our understanding of and responses to poverty (d) groups who are especially socially and economically vulnerable including people of color, women, children, older adults, and people with disabilities
8. Demonstrate skills in using library, electronic, and writing resources in researching and analyzing social welfare policies and programs

9. Describe trends in public spending for social welfare and how such spending varies within the US, as well as between the US and other countries

10. Draw upon policy experiences in selected states and countries in recommending alternative social welfare policies and programs for the US

11. Identify and build foundation level policy practice skills that social workers use to influence social welfare policy development, implementation, and change

The educational outcomes in individual instructors’ syllabi should be exactly the same as in the master syllabus.

III. CURRICULUM THEMES

The social welfare policy and program analysis course is practice centered in keeping with our school’s overarching commitment to a practice centered curriculum. This course helps students develop secondary research and writing skills like those that they will use in practice as they analyze social problems; strengths and capacities; social welfare policies and programs; and alternative policy and program responses for enhancing social well-being. Students also develop skills in clearly and concisely communicating their social welfare policy and program analyses with professional colleagues and with the larger community. This course focuses especially on helping students build practice skills for developing, implementing, and evaluating social welfare policies and programs that serve to value diversity, advocate for populations at risk, end oppression and discrimination, and promote social and economic justice. Finally, students learn the additional policy practice skills of organizing and advocating for positive change.

Strengths. In this course, social welfare policies and programs are analyzed from a strengths perspective. Students learn to identify strengths, capacities, and resources in analyzing current policies and programs; and to research and recommend policy and program changes that have the potential to positively affect social and economic well-being by building upon a foundation of already existing strengths, capacities, and resources. Finally, students learn to mobilize new strengths, capacities, and resources from the larger environment to enhance existing strengths and to increase social and economic well-being.

Critical Perspective. Students in this course learn to critically analyze social welfare policies and programs by examining competing: (1) theoretical perspectives on what leads to social and economic well-being (2) ideological perspectives on the role of government in assuring the social and economic well-being of citizens. Common components of various social welfare policy analysis frameworks are used to encourage critical thinking and reflection. An important part of the development of a critical perspective in this course is the thorough examination of underlying values, beliefs, and
assumptions about the interplay between human behavior and well-being that are at the heart of all social welfare policies and programs.

Social Justice. Social and economic justice is at the heart of the social welfare policy and program analysis course. Students in this course learn to analyze and shape policies and programs with the goals of advocating for populations at risk, ending oppression and discrimination, and promoting social and economic justice. For example, the redistribution of tangible economic resources in order to close the gap between rich and poor is one of the primary content areas of the social welfare policy and program analysis course.

Diversity. Eradicating oppression and its particularly negative effects on our society’s ability to value diversity on the bases of race, ethnicity, gender, class, disability, culture, age, religion, spirituality, and sexual orientation is central to our work together in this class. A key part of social welfare policy and program analysis, and culturally sensitive and competent social work practice, is identifying how various policies and programs have simultaneously created and maintained advantage, or privilege, for some groups and cumulative disadvantage and oppression for other groups. Valuing diversity requires that social workers work to end institutionalized oppression in the form of discriminatory policies and programs, and that we build alternate policies and programs that celebrate, affirm, and enhance the strengths, contributions, and social and economic well-being of diverse groups and populations.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.

IV. THE LIBERAL ARTS PERSPECTIVE
As an applied social science, social work draws on knowledge and skills from multiple disciplines as well as from the liberal arts. Analyzing social welfare policy and programs requires knowledge about theories, research, and perspectives that is available to us from fields including history, sociology, religion, political science, art, psychology, and economics. One special contribution of this course is its content on using interdisciplinary resources in analyzing social welfare policies and programs.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.

V. PROFESSIONAL PURPOSES AND VALUES
Consistent with our professional values, this course helps students build knowledge and skills that social workers need in order to analyze, and make changes in, social welfare policy and program with the overall purpose of enhancing social well-being. The professional values of justice and equity guide this work.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.

VI. PREPARATION FOR PRACTICE WITH DIVERSE POPULATIONS
Social welfare policies and programs that impact diversity in tangible ways such as on the bases of race, ethnicity, gender, class, disability, culture, age, religion, spirituality,
and sexual orientation are of special concern in this course. Readings, class discussions, and assignments focus on diversity issues throughout the class in order to help students understand the differential impact of social welfare policies and programs on various population groups; and the role of social work in shaping policies and programs that celebrate and affirm diversity.

**Individual instructors’ syllabi should be exactly the same as in the master syllabus.**

### VII. COURSE TOPICS

- Comparing and Contrasting Policy Analysis Frameworks
- Social Work Values and Ethics in Social Policy Analysis
- The History of Social Work as a Profession
- Social Work Contributions to Social Welfare Policy Development and Implementation
- Evolution of US Social Welfare Policy with Special Attention to Basic Human Needs
- Income and Asset Poverty in the US
- Social Welfare Policy and Program Spending: Direct and Tax Expenditures
- Social Insurance Policies and Programs
- Public Assistance Policies and Programs
- Institutional versus Residual Views on Social Welfare Policies and Programs
- Policy-making Processes: Administrative, Legislative, Executive, Judicial Policy
- Policy Practice Skills: Researching, Analyzing, Communicating, Organizing, Advocating, and Evaluating.

**Individual instructors’ syllabi should provide a topical outline for the course and provide adequate information to determine where and when the required topics are being covered**

### VIII. REQUIRED AND RECOMMENDED READINGS


**Individual instructors must either select one of the texts listed or obtain approval from the faculty mentor for an alternative text.**
A set of recommended articles is available on the SSW’s S Drive for instructor use. In addition individual syllabi need to specify which readings are required and which are recommended.

IX. REQUIRED ASSIGNMENTS

Two assignments are required for this class as they are “signature assignments” which serve to measure student attainment of competencies and practice behaviors established in the Council of Social Work 2008 Education’s Educational Policy and Accreditation Standards.

This assignments are included in Attachments 1 and 2 and they must be used exactly as outlined. Instructors must evaluate each student on this assignment using the scoring guide that is included with the assignment. However, do not include the scoring guide in the syllabus. This evaluation is not shared with the student, as it is gathered only for the purposes of evaluating program data and is aggregated with other student’s data—no scores on the embedded measures will be shared with anyone other than those working on the outcome data. Instead, instructors provide the student with feedback as you would on any other assignment. They must also provide this confidential data for each student enrolled in the class to the MSW Program Director by the end of the semester. A form to submit this information will be given to each SW 710 instructor.

Do not include the above paragraph in the text of the course syllabus.

X. GRADING AND ATTENDANCE POLICIES

What Grades Mean. The following is an example of how the meaning of grades may be articulated. Instructors should be clear on details, including how plus and minus grades are assigned (for example, “at instructor’s discretion”).

A = Exceptional work: outstanding: this grade will be assigned to work that shows extensive use of the literature as well as wide use of concrete examples from practice.

B = Fully meets graduate standards: this grade will be assigned to work in which all aspects of assignments are completed satisfactorily, showing a combination of accurate use of theory and principles, and precise descriptions of practice.

C = Overall performance is unsatisfactory, below graduate standards, although all aspects of assignments were completed.

F = Failure: overall quality of work is unsatisfactory, or some aspect of assignments not done.

Incomplete grades. A temporary grade of Incomplete may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. It is the student’s responsibility to request an Incomplete from the instructor. A request signed by the student and the faculty member must be on file when grades are submitted. A student may not enroll in a course sequential to one in which he
or she has an I or F letter grade. An incomplete not removed by the end of the next semester will be changed to an F.

**Individual instructors’ syllabi should specify the following:**

1. The weighting of each assignment in the course and the dates by which they are done.
2. For every assignment, explain the standards used for grading.
3. If class participation is part of the grade indicate what this means. For example, if 10 points are awarded for class participation, one point will be deducted for every class missed.
4. Indicate the policy on late assignments, e.g., they are not accepted and treated as an “F” grade or the grade is reduced by ___ for each day, week, etc.
5. Indicate how final grades will be determined

Attendance will affect grades in this course. *(Instructors: Be specific about how many points will be deducted from student grades for missing class, tardiness, leaving early, etc.)* Any student missing more than two classes, or more than one blended class, will need to contact the instructor to discuss implications regardless of the circumstances that led to these absences. Students who miss more than three classes, or more than two blended classes, may be assigned a failing grade in this course. If this rare circumstance should occur, the instructor will consult with the MSW Program Director regarding failing the student on the basis of excessive absences. The decision of the instructor in consultation with the MSW Program Director shall be final.

**Individual instructors’ syllabi should be exactly the same as in the master syllabus.**

**Academic misconduct and plagiarism.** The University Senate Rules and Regulations defines academic misconduct in Article II, Section 6, stating:

*Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; plagiarizing of another’s work; violation of regulations or ethical codes for the treatment of human and animal subjects; or otherwise acting dishonestly in research.*

One form of academic misconduct is plagiarism, or taking credit for work produced by someone else. This is a serious ethical violation. As a participant in this class, you are required to review the section on Academic Misconduct in the Student Handbook in order to familiarize yourself with what constitutes plagiarism. You must also review this section in order to help you to understand the efforts you can make to avoid engaging in
plagiarism. Remember that faithfully using the citation and reference guidelines outlined in the APA style guide will serve as an excellent way to avoid plagiarism.

Additionally, KU subscribes to a digital plagiarism detection program called “Safe Assign” which may be used to check papers submitted in this course. You may be asked to submit your papers in a digital format so that your paper can be checked against web pages and databases of existing papers.

If a student commits plagiarism, with or without intention, the instructor for this course can, after consultation with the academic program director, assign a failing grade for the academic activity in question. If the plagiarism is severe or repeated, the instructor can, after consultation with the academic program director, assign a failing grade for the course in which the behavior occurred. An instructor may also request that the program director convene an Academic Review Committee meeting, which could result in a recommendation to the Dean of the School of Social Welfare for formal admonition, censure, suspension, or expulsion of the student.

XI. SPECIAL CONSIDERATIONS

a. Any student in this course who has a disability that may prevent him/her from satisfactorily completing course requirements should contact the KU’s Academic Achievement and Access Center (AAAC) as soon as possible in order to begin the process of determining reasonable and appropriate accommodations. This process must be initiated by the student. University regulations do not require that accommodations be offered retroactively, so it is important that students begin this process as early as possible. Information on how to contact AAAC can be found at http://www.disability.ku.edu/~disability/students/guidelines.shtml

b. Please notify the instructor in advance if your religious observances conflict with class or due dates for class assignments so we can make appropriate arrangements, including alternative assignments to cover missed classroom content if necessary.

Individual instructors’ syllabi should be exactly the same as in the master syllabus

XII. RECORDING AND SHARING RECORDINGS OF LECTURES

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Individual instructors’ syllabi should be exactly the same as in the master syllabus
XIII. CONFIDENTIALITY AND PRIVACY CONSIDERATIONS

The NASW Code of Ethics requires that social workers protect client confidentiality and privacy. Various state and federal regulations, including the HIPPA Privacy Rule, may also protect the confidentiality of client information in settings where social work students are engaged in practicum placements. In order to safeguard these client rights:

- Always disguise the name and other personal identifying information when you speak or write about a client.
- If writing in great detail about a client, ask permission from that client.
- Share nothing discussed in class about specific clients, agencies, or other students outside of this classroom.
- Any information shared with the instructor will be confidential, within the limits defined by the NASW Code of Ethics and relevant legal guidelines.
- Information regarding your performance or behavior as a student is protected by the Federal Education Rights and Privacy Act. However, student information can be shared between KU faculty, staff, administration, or field instructors when there is a compelling educational or safety reason to do so.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.

XIV. INSTRUCTOR AVAILABILITY

Provide students with information on how to see and/or reach you.

XV. INCLEMENT WEATHER POLICY

In the event of inclement weather students should call to determine if classes have been cancelled. In Lawrence you may contact the University at (785) 864-SNOW, or if hearing impaired and have TTY/TDD equipment, at (800) 766-3777. For the Edwards Campus you may call (913) 897-8499, and for the KCKCC Campus the number is (913) 334-1100. Classes will be held if classes have not been cancelled, and students should contact the instructor if weather or driving conditions make it impossible for them to get to class. Classes will be held if classes have not been cancelled, and students should contact the instructor if weather or driving conditions make it impossible for them to get to class.

XVI. EPAS COMPETENCY TABLE

A table must be included in the class syllabus which links EPAS Competencies, practice behaviors, and course educational outcomes with their coverage in specific sessions and in specific assignments. The table is included as the final Appendix of this document. Instructors must customize the columns which focus on the location of content and relevant assignments to their own syllabi. However the content of the first three columns and the signature assignments must be included in the table as stated in this document.
Attachment 1:

EPAS Competency 2.1.8:
Engage in policy practice to advance social and economic well-being and to deliver effective social work services

Purpose: The purpose of this assignment is to develop skills and abilities in policy practice by producing and presenting a “policy brief” which is a concise analysis of a social welfare policy. In this case, you will select a public policy (local, state, national, or international) on a topic of interest to you as a professional social worker, do research on the policy using peer-reviewed journal articles and other resources, produce a policy brief, and present the policy brief to colleagues, clients, and/or community members along with a recommendation and a preliminary plan for collaboration to effect policy change. This assignment will enhance your abilities to: (1) analyze, formulate, and advocate for policies that advance social well-being and (2) develop a plan to collaborate with colleagues and clients for effective policy action.

Instructions:

1. Working with your policy instructor and your field instructor, choose a public policy that affects the social and/or economic well-being of clients, groups, and/or larger communities. The social welfare policy that you select may be local, state, national or international.
2. Early in the semester, decide in consultation with your policy and field instructors where and when you will present your policy brief, and to what audience. Some possibilities include: (1) a staff or team meeting with colleagues at your field placement or other work setting (2) a meeting or forum of clients and or community members (3) an appointment with elected or appointed policy makers and/or their staff members (4) other social work students in your policy class and (5) an association of social workers and related professionals who advocate for increased social and economic well-being in your policy area of interest.
3. Conduct secondary research on this topic, using peer-reviewed journal articles, as well as related publications from think-tanks, government entities, advocacy groups and social work organizations.
4. Using this research, write a concise (no more than four pages) policy brief that articulates the social problem, condition, or current policy provision that results in diminished social or economic well-being, along with a compelling policy recommendation to help solve the problem.
5. Remember that policy briefs strive to be user-friendly documents that are accessible to policy makers and other non-academic stakeholders. Thus, footnotes or endnotes for referencing secondary sources are used, as well as headings to draw attention to key elements of the analysis.
6. To help you with this project, your policy instructor will provide additional information about writing an effective policy brief. Your policy brief should include:
A clear and concise statement of the current policy-related social problem, why it is a problem, and who is primarily affected by the problem. Pay careful attention to those directly affected as well as those who are indirectly touched by the problem’s existence. If some people or groups benefit from the problem’s perpetuation, you may include this information. In writing the policy brief, pay particular attention to the intent and impact of your chosen policy on vulnerable groups including women, children, older adults, people of color, gays and lesbians, and poor people, as applicable to your analysis.

Recent statistics from valid sources, as relevant, to describe the extent and nature of the problem, with special attention to vulnerable populations with which social work is particularly concerned.

Brief historical background on the problem, including recent changes that warrant action today.

Discussion of previous policy attempts to address the problem, if any. Include any changes in or limitations of current policy, or prior policy practice attempts, as well as any ways that such changes, limitations, or attempts may have exacerbated this problem or contributed to the emergence or intensification of other social problems.

Articulation of the policy options, with attention to the economic and political “costs” of each option as they shape the feasibility of policy practice in your area of interest. Include a brief discussion of the extent to which various policy alternatives are consistent with the NASW Code of Ethics.

Your policy recommendation and a brief evidence-based summary of why this particular policy alternative is best-suited for addressing this problem.

7. On a separate page, provide a brief report on how you have used, or will use, the policy brief this semester. This may include a discussion of how you disseminate the brief, the groups and organizations whose leaders and constituents (including clients and community members) you collaborate with in this policy practice endeavor, if and how the policy has been impacted, and next steps in this policy practice effort.

**Instructor Scoring Guide for Embedded Assignment for EPAS Competency 2.1.8**

5=Excellent understanding of practice behavior
4=Adequate understanding of practice behavior
3=Partial understanding of practice behavior
2=Very limited understanding of practice behavior
1=No clear understanding of practice behavior

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>Analyze, formulate, and advocate for policies that advance social well-being.</td>
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<tr>
<td>Collaborate with colleagues and clients for effective policy action.</td>
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</table>
Attachment 2:
Embedded Measure for EPAS Competency 2.1.5:
Advance Human Rights and Social and Economic Justice

**Purpose:** This assignment is intended to help you reflect on the extent to which we have used social policy in the US to reduce various forms of inequality. Have we equaled the playing field in terms of opportunity? How are we doing in terms of equaling economic and social *outcomes* for families from different groups?

**Instructions:** To help you answer these questions, and the related questions below, this assignment includes some tables with recent data about household income in the US as well as poverty rates, health insurance status and asset disparities by race and ethnicity. The first slide includes some facts and figures about income, health insurance, and poverty rates among three large racial and ethnic groups in the US, while the second slide gives you some data about the distribution of assets. Reviewing those slides, and drawing upon relevant course readings and other literature, respond to the following questions.

### INCOME, POVERTY AND HEALTH INSURANCE STATUS

#### US Median Income, Poverty, and Health Insurance Status by Race and Ethnicity - 2010

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Hispanic</th>
<th>Black</th>
</tr>
</thead>
<tbody>
<tr>
<td>HH Income</td>
<td>$54,620</td>
<td>$37,759</td>
<td>$32,068</td>
</tr>
<tr>
<td>Poverty Rate</td>
<td>9.9%</td>
<td>26.6%</td>
<td>27.4%</td>
</tr>
<tr>
<td>Uninsured</td>
<td>11.7%</td>
<td>30.7%</td>
<td>20.8%</td>
</tr>
</tbody>
</table>

#### US Poverty Rate of Children and Older Adults by Race and Ethnicity – 2009

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<tr>
<th></th>
<th>White</th>
<th>Hispanic</th>
<th>Black</th>
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<tbody>
<tr>
<td>Under 18</td>
<td>17.7%</td>
<td>33.1%</td>
<td>35.7%</td>
</tr>
<tr>
<td>65+</td>
<td>7.5%</td>
<td>18.3%</td>
<td>19.5%</td>
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</table>

How would you describe the income gap by race and ethnicity? Health insurance gap? Asset gap?
1. Where are the largest gaps? What are the implications for future social and economic well-being?

2. For the US as a whole, what are the advantages and disadvantages of these disparities?

3. How have we done in terms of reducing the income gap for older adults? For children?

4. How could we reduce the income gap for children in the US as effectively as we have for older adults?

5. What kinds of policies and programs would we need to design and implement to achieve these goals?

6. Identify a social work setting with which you are familiar (i.e. employment setting, field education placement, community-based organization with which you volunteer). Does your identified social work setting have policy priorities or programming to help close the income, health insurance, and/or asset gaps? If so, briefly describe.

7. If not, briefly formulate a policy or suggest a program that you believe would be feasible in the social work setting you identified and that would begin to help reduce social and economic disparities by race and ethnicity.
8. Social workers engage in practices that advance social and economic justice. How do you see other social workers doing this? How do you plan to advance social and economic justice in your practice as a student social worker? When you complete your MSW and are practicing after graduate school?

**Instructor Scoring Guide for Embedded Assignment for PC 2.1.5**
5=Exceeds understanding of practice behavior
4=Meets understanding of practice behavior
3=Partial understanding of practice behavior
2=Very limited understanding of practice behavior
1=No clear understanding of practice behavior

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>Understand the forms and mechanisms of oppression and discrimination</td>
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<tr>
<td>Advocate for human rights and social and economic justice</td>
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<tr>
<td>Engage in practices that advance social and economic justice</td>
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Attachment 3:

EPAS Competency Table for use in Class Syllabus. (Note that you must include as provided here but insert session numbers and assignments specific to your class. If the Master Syllabus includes a signature assignment for this course, that assignment must appear in column 5 exactly as stated in the Master Syllabus.

<table>
<thead>
<tr>
<th>EPAS Competency</th>
<th>KUSSW Foundation Level Practice Behaviors</th>
<th>Related Educational Outcomes</th>
<th>Content Covered in Class Session</th>
<th>Related Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1 Identify as a professional social worker and conduct oneself accordingly</td>
<td>Advocate for client access to the services of social work.</td>
<td>Describe the historical contributions and the contemporary role, mission, and philosophy of social work in social welfare policy development and implementation</td>
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<tr>
<td>2.1.3 Apply critical thinking to inform and communicate professional judgments</td>
<td>Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</td>
<td>Demonstrate skills in using library, electronic, and writing resources in researching and analyzing social welfare policies and programs</td>
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<tr>
<td></td>
<td>Analyze models of assessment, prevention, intervention, and evaluation.</td>
<td>Demonstrate understanding of social policies and programs in child and family welfare, health, mental health, and aging including ways in which social policy can help, or hurt, one’s ability to achieve and maintain optimal well-being</td>
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<tr>
<td>2.1.4 Engage in diversity and difference in practice</td>
<td>Write a policy brief demonstrating cultural competency with regard to age, class, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, gender, and sexual orientation</td>
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<tr>
<td>Recognize and communicate their understanding of the importance of difference in shaping life experiences.</td>
<td>Critically analyze the impact of major US social welfare policies on diverse populations, client systems, and communities, as well as on the practice of social workers and their agencies</td>
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<td></td>
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<tr>
<td>2.1.5 Advocate human rights and social and economic justice</td>
<td>Trace the history of the US policy response to basic human needs and the role of social work in that history</td>
<td>Embedded Assignment 2.1.5</td>
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<tr>
<td>Understand the forms and mechanisms of oppression and discrimination.</td>
<td>Identify and build policy practice skills that social workers use to influence social welfare policy development, implementation, and change</td>
<td>Embedded Assignment 2.1.5</td>
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<tr>
<td>Advocate for human rights and social and economic justice.</td>
<td>Draw upon policy experiences in selected states and countries in recommending alternative social welfare policies and programs</td>
<td>Embedded Assignment 2.1.5</td>
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<tr>
<td>2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services</td>
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<tr>
<td>Analyze, formulate, and advocate for policies that advance social well-being.</td>
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<tr>
<td>Write a policy brief with special attention to social and economic justice; Identify and build policy practice skills that social workers use to influence social welfare policy development, implementation, and change</td>
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<td>Collaborate with colleagues and clients for effective policy action.</td>
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<td>Provide a brief report on use of the policy brief (dissemination strategies, collaboration with colleagues and clients, other policy practice activities); if and how policy has been impacted; and next steps in policy practice</td>
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| Embedded Assignment 2.1.8 |

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<tr>
<th>2.1.9 Respond to contexts that shape practice</th>
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<tr>
<td>Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</td>
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<tr>
<td>Describe the US policy structure for economic security throughout the life span; Critically analyze adequacy and trends, especially for individuals and groups who are economically vulnerable</td>
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<tr>
<th>2.1.10 ASSESS Engage, assess, intervene, and evaluate with individuals,</th>
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<tr>
<td>Collect, organize, and interpret client data.</td>
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<tr>
<td>Critically analyze data on income, assets, and health insurance status by racial and ethnic group</td>
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</table>

| Embedded Assignment 2.1.8 |
| families, groups, organizations, and communities | Critically analyze, monitor and evaluate interventions. | Describe trends in public spending for social welfare and how such spending varies within the US, as well as between the US and other countries |