SW 671 - Social Policy Development and Enactment

Winter Semester 2002  Wednesdays, 2:10 – 5:00 PM
Instructor: John Tropman  Classroom:

Course Description

This course will review the overall design of human service systems, how to plan for and design such systems, how to develop the legislative mandates and regulations that operationalize these designs, and how to facilitate their formal enactment. Students will learn both the analytic and interactional skills associated with the development and enactment of policies that give specification to human service systems.

Course Content

Human service systems include a variety of separate programs, driven by differing policy (legislative and other) mandates. These programs involve extremely complicated implementation procedures and processes. This course will present the beginning level skills associated with the policy design and implementation of complex human service systems. “System design” involves networks of services, agencies, and clients. Therefore, this course will move beyond the individual agency and the single program and in the direction of complex multi-program and multi-service systems. Since one important “stock-in-trade” of policy professionals engaged in most design and enactment tasks is the written policy document, this course will place a heavy emphasis on the skills associated with the preparation of documents, such as memos, briefing papers, policy specification papers, legislative drafts, and program regulations and guidelines. Another important “stock in trade” is “the meting” and hence, emphasis will be placed on meting skills as well. Special emphasis will be placed on systems that serve special populations.

Course topics may include areas such as the following. Among others:

• policy concepts and terms;
• cycles for developing policies;
• diagnosing policy environments (e.g. bureaucratic, fiscal, legislative, community);
• advocacy roles (e.g. political, scientific, and ideological);
• professional standards and ethics that impact on the selection of advocacy roles;
• analyzing complex systems (e.g. issue identification and option generation);
• preparing and enhancing utilization of policy documents;
use of quantitative and qualitative data in policy documents;
developing policy (e.g. drafting legislation, writing guidelines and administrative regulations, and developing feedback mechanisms);
selling policy (e.g. “issue selling, lobbying, testifying, and building coalitions of support).

Course Objectives

Upon completion of this course, students will be able to:

1. Apply beginning level skills in the use of the major analytic tools most commonly used to assess and evaluate complex (policy) systems of human and social services.
2. Apply beginning level skills in the use of interactional tools and techniques for facilitating group process and decision making.
3. Design a procedure for reviewing and assessing a social service (policy) system that encompasses a wide variety of separately mandated programs.
4. Develop and evaluate a reasonable set of options (and policy recommendations) for changing a particular service system.
5. Design and implement (or discuss implementation for) a preliminary political strategy for facilitating enactment of the preferred option.
6. Organize and prepare different types of policy documents or policy recommendations.
7. Discuss typical ethical concerns related to social policy development and enactment.

Relationship of the Course to Four Curricular Themes

- Multiculturalism and Diversity will be addressed through, for example, discussion of the client populations served by the service systems discussed in the course; the design of programs so that they will be responsive to the special cultural and ethnic circumstances of their clients; and the special child and family policies related to issues of ethnicity (e.g., the Indian Child Welfare Act, and international and transracial adoption).

- Social Justice and Social Change will be addressed by considering the differential impact of policies and programs on the poor and minorities.

- Promotion, Prevention, Treatment and Rehabilitation will be addressed by examining the continuum of care present in the programs and services provided to children, youth, and families. Thus, neighborhood based or community-based programs will be contrasted with approaches that target families at risk or services recommended for families once they are referred to protective services, services that are court-ordered, or other services that are available only once the state has intervened into the life of families.
• Behavioral and Social Science Research will be addressed through review of studies and academic literature on, for example, the changing demographics that affect demand for services, and comparative legal and administrative policies and services and their impacts on families. Finally, program evaluations that can inform child and family welfare policies and service delivery are discussed.

Relationship of the Course to Social Work Ethics and Values

This course covers the complexities of ethical dilemmas as they relate to social policy development and enactment strategies and the ways in which the NASW Code of Ethics may be used to guide and resolve value and ethical issues. In particular, the course will review the ethics and values related to confidentiality, self-determination, respect for cultural and religious differences, and social justice. The course includes consideration of the social worker’s responsibility to promote the general welfare of society (e.g., the prevention and elimination of discrimination, equal access to resources, services, and opportunities, and advocacy for changes in policy) commonly confronted in social policy development and enactment.

| Jan. 9  | 1 | Perspectives on Policy Management |
| Jan. 16 | 2 | Understanding Values and Policy; Understanding Stages, Levels, Contexts and Settings for Policy Management |
| Jan. 23 | 3 | Policy Components/Policy Machinery/Policy Committees |
| Jan. 30 | 4 | Field Day (No Class)  
Policy Skills :Interviewing Policy Players |
| Feb. 6  | 5 | Policy Skills: Playing the Roles of the Policy Manager 
Doing Policy Writing |
| Feb. 13 | 6 | Policy Skills: Using Ideas to Lead Policy Change in Organizations |
| Feb. 20 | 7 | Policy Skills: Overcoming Resistance to New Ideas |
| Feb. 27 | | |
| March 6 | 8 | Policy Skills: Discovering and Managing Personal Style; Encouraging the Idea-Driven Self |
| March 13 | 9 | Field Day (No Class) 
| March 20 | 10 | Policy Skills – Using the Self and the Mind (Interpersonal/Intellectual Skills) |
| March 27 | 11 | Policy Skills – Managing Policy Meeting |
| April 3 | 12 | Review/Preview |
| April 10 | 13 | Policy Skills – Managing the Policy Decision |
| April 13 8:30-12 | 14 | Reports – This is a Special Saturday Morning Session  
For Policy Reports - Please reserve this date in your schedule.  
Coffee and Bagels will be served. |
Class Requirements

Class Participation:

Student attendance is a part of class participation. Your participation grade will be based upon class attendance, bringing an article from a current newspaper or news magazine (see the following paragraph) as expected, and participation in classroom discussion and projects. “Showing up” is just the beginning of “class participation.” Students are asked to reserve Saturday morning, April 13th, for a report session to which guests may be invited.

As a part of your student participation, you are expected to bring to class an article from a newspaper (e.g. Ann Arbor News, The New York Times, WSJ), or a news magazine (e.g. Time, US News & World Report) which relate to policy issues as discussed in this class.

Especially Recommended Readings:


Books:


Journals:

Administration in Social Work

Chronicle of Philanthropy

Harvard Business Review
4. Written Assignments:

All written assignments need to have your name, sources (print and electronic), and mailbox number.

Memo Assignments

For some of these assignments, I would like you to imagine that you are working for the Elmer J. Tropman Nonprofit Management Institute, a "think and do" tank located in Pittsburgh, PA. It does policy analysis, development and implementation for Pittsburgh and the nation. Its mission is to provide analysis and strategic/tactical suggestions around matters of policy to both the non profit, but also the public and corporate sector in matters of public and social policy. It is, specifically, a "cross boundary" organization. Though new, its President, Kevin Kearns, comes from a public policy background at Carnegie Mellon University (and author of (2000) Private Sector Strategies for Public Sector Success) and thus many kinds of requests come to his to the Institute. Kearns believes that it is necessary to respond to many of these because it is a way to build credibility and "clout", assisting in getting the recommendations implemented.

Following are some of the issues that he has asked you to prepare a two page briefing memo highlighting policy issues, policy pitfalls, possible policy process, and your own recommendations for immediate and longer term next steps for EJTI on for him and his top team. Relevant ones will mention "EJTI has been asked to comment." Use Memo Format. (From, To, Re.) Place sources on an extra page. Pay attention to format as well as content. Remember, policy documents, of which this work is one kind, need to be intellectually and visually appealing. Hence avoid the standard academic no break type of text.
<table>
<thead>
<tr>
<th>Due</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/9:#1</td>
<td>Perspectives on Policy Management</td>
</tr>
<tr>
<td></td>
<td>1] The Grade Tax</td>
</tr>
<tr>
<td></td>
<td>A Professor at CMU is proposed &quot;taxing&quot; grades of high achieving students in order to collect &quot;points&quot; which he can use to award points to those who need them.</td>
</tr>
<tr>
<td></td>
<td>2] Issues about how to &quot;label&quot; or &quot;discuss&quot; individuals with different abilities heats u.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1/16:#2</td>
<td>Understanding Values and Policy; Understanding Stages , Levels, Contexts and Settings for Policy Management</td>
</tr>
<tr>
<td></td>
<td>Increasing numbers of people in the Pittsburgh area believe that in Pittsburgh, and nation wide, adolescent pregnancy is a social problem of important and understressed proportions. A Citizens group &quot;Preparation for Parenthood&quot; is proposing that Pittsburgh enact a &quot;parents license.&quot; Arguing that being a parent is as important as driving a car, they propose that we set similar restrictions on parenthood that we do for driving – minimum age, parent training classes, and parent insurance. They point to articles and books which have surfaced this idea. Others feel is disgusting. &quot;What are you going to do,&quot; they ask, &quot;take kids away from young moms?&quot; We take kids away already for state sponsored reasons they argue. EJTI has been asked to comment.</td>
</tr>
<tr>
<td>1/23:#3</td>
<td>Prepare a group memo on the Project you are selecting for this class.</td>
</tr>
<tr>
<td>1/30:#4</td>
<td>Field Day (No Class)</td>
</tr>
<tr>
<td></td>
<td>Policy Skills: Interviewing Policy Players</td>
</tr>
<tr>
<td>2/6:#5</td>
<td>Policy Skills: Playing the Roles of Policy Manager; Doing Policy Writing</td>
</tr>
<tr>
<td></td>
<td>Prepare a Group memo outlining your reactions to the Interview, including what you learned and what was missing; how you felt about the experience and what recommendations you would make for someone next who had to do an interview.</td>
</tr>
<tr>
<td>2/13:#6</td>
<td>Policy Skills: Using Ideas to Lead Policy Change in Organizations</td>
</tr>
<tr>
<td></td>
<td>Pitcher Beer?</td>
</tr>
<tr>
<td></td>
<td>Around the campus area in Pittsburgh there have been several really bad alcohol related incidents involving Pitt and CMU students. In all cases, the students have been out at bars drinking pitchers of beer with friends. The Oakland Alcohol Coalition (in consultation with Pitchers Inhibit Serious Scholarship) wants to propose that bars may not be allowed to serve beer in pitchers any more, only bottle, cans, and glasses. Bar owners are up in arms. They argue that it is their constitutional right to serve been in pitchers. (The constitutional issue is interesting here; alcohol has been the subjects of two constitutional amendments.) Proponents argue that it encourages heavy drinking and people loose sight of how much they are actually drinking. EJTI has been asked for comment.</td>
</tr>
<tr>
<td>2/20:#7</td>
<td>Policy Skills: Overcoming Resistance to New Ideas</td>
</tr>
<tr>
<td></td>
<td>Bureaucratic Conflict/Tragic Results?</td>
</tr>
<tr>
<td></td>
<td>An article from the Wall Street Journal reports that there is conflict between the NYC Fire and Police Departments about whether to have helicopter rescues for tall buildings. Lack of such a policy(as exists in LA) may have had tragic effects on September 11th. (See attached article). Your assignment is to look at the situation as described, and propose a policy development sequence which would address this situation. Keep in mind that both the NYCPD and the NYPD have long histories and traditions. EJTI has been asked to comment.</td>
</tr>
<tr>
<td>2/27XX</td>
<td>BREAK</td>
</tr>
<tr>
<td>3/6:#8</td>
<td>Policy Skills: Discovering and Managing Personal Style; Encouraging the Idea-Driven Self</td>
</tr>
<tr>
<td></td>
<td>Your boss at EJTI asks you for a note specifying the differences between a policy</td>
</tr>
</tbody>
</table>
advocate and a policy analysts, asking as well how a balance might be achieved for the person and the organization.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
</table>
| 3/13;#9 | **Field Day (no Class)**  
Observing Policy-in-Action (Observe A Policy Body in Action)  
EJTI has just hired a new policy graduate from Michigan School of Social work to be on staff. She approaches you, a more senior policy developer, for some advice. She and her intended are writing a “personal policy” – their marriage contract. She shows you hers, for him. Among other things it specifies that she will keep her given name, that she expects him to progress through a number of career steps, make 2 to 3 times his age in salary; each will keep their income in their “own” accounts. She wants him to calculate 30% of his income – the amount men are conventionally “overpaid”, and take ½ of that amount and transfer it to her account. There are other matters, but these are the key ones. What do you think? How do you approach it?|
| 3/20;10 | **Policy Skills: Using the Self and the Mind (Interpersonal/Intellectual)**  
“City Council’s Blunders Speed Detroit’s Decline”  
In a hard hitting expose, the Detroit News of Sunday, October 28, 2001, p. 1, accused the Council of, in effect, dereliction of duty. EJTI has been asked to make some recommendations to achieve greater effectiveness.|
| 3/27;#11 | **Policy Skills: Managing the Policy Meeting**  
Families First?  
The State Agency responsible for the protection of children has established a policy that in the event a child needs to be removed from a home, first preference should be given to relatives. Opposition to this policy is developing however, on the grounds that the relatives often have the same problems as the parents and cannot protect the child from the parents effectively. EJTI has been asked for a perspective.|
| 4/3;#12 | **Review/Preview**  
Review the homeless shelter case in Tactics (“The Shelter in Limbo”). EJTI has been asked for an opinion. What would you suggest?|
| 4/10;#13 | **Policy Skills: Managing the Policy Decision** |

**Book Review**

Pick a book related to policy development and enactment, at any level. Prepare a review of it for a policy journal you select. Select the journal early in the term, so that you can read some of the book reviews in it as a guide. Take a look to see if the book has been reviewed by anyone else so that you can incorporate what they say. In general, reviews have the following parts: Introduction; Summary; Strengths and Weaknesses which are pretty clear and objective; Your own personal take; Who might find the book useful; Conclusion. Three pp. 10 points.
Policy Issue Interview, Analysis and Report (Group Project)

Pick a Policy Issue of interest to you or your agency but one where you can observe some discussion of the issue (say, in a board meeting) and where you can interview some of the participants about it. By session three you will need to submit a group memo about the project selection.

Two sessions are allocated to interviews of participants and observation of policy-in-action.

In session 14, a written policy analysis of the issue, and recommended policy changes and implementation strategies will be due. At the same time, be prepared to present an “abstract” of the report in PowerPoint presentation format to the class (and, perhaps, others.) The analysis paper will be worth 15 points, the report also 15. Please bring copies of the PowerPoint (3 per page) for other groups.

Class participation is worth 10 points.

5. Grading

a. Grading criteria for all written assignments:
All papers will be graded on the basis of:

   a) The quality of the analysis and depth of understanding of the concepts, ideas, and information presented. We will be looking for objective documentation in support of stated opinions or conclusions.
   b) The clarity of expression and organization of the paper - is there a logical order to the presentation of your thoughts.
   c) The appropriate use of references and resources, and the variety of resources referenced.
   d) The use of proper grammar and the over-all professional presentation of the paper.

b. Grading criteria for the course:
The student’s final grade for the course will be based upon the points above.

Grades will be assigned in accordance to the following scale:

97 - 100 points = A+ 87 - 89 points = B+ 77 - 79 points = C+
94 – 96 points = A 84 - 86 points = B 73 - 76 points = C
90 - 93 points = A- 80 - 83 points = B- 70 - 72 points = C-
6. Communications with Instructors:

Please feel free to get in touch with me – phone, email are great. As needed we can meet.

Session 1: Perspectives on Policy Management

Jansson, Ch.2 , “Ethical, Analytical and Political Rationales …” in Advocate, pp.29-58
Tropman, “Policy Management in the Social Agency” in Tactics, p410ff

Other Readings


Session 2: Understanding Values and Policy


Film: Yes: Prime Minister- “The Key”

Other Readings


Session 3: Understanding Policy Components/Policy Machinery/Policy/Committees Stages, Levels, Settings and Contexts of Policy
Tropman, Committee Management Parts I-VI, pp1-210

Jansson, Advocate, Chapter 4 “Policy Practice in Governmental, Community and Agency Settings


Other Readings

Helen B. Schwartzman,(1989) The Meeting: Gatherings in Organizationas and Communities New York: Plenum (An anthropoligist studies the “Midwest Community Mental Health Center.”

Session 4: Policy Skills Interviewing Policy Players
Field Day
Session 5: Policy Skills: Playing the Roles of Policy Manager/Policy Writing

Jansson, Advocate, Chapter 6, “Writing Policy Proposals”

Other Readings
Patricia Westheimer, Power Writing for Executive Women (Glenview: Scott, Foresman, 1989)

Diana Booker, Send Me a Memo (New York: Facts on File, 1984)

Myra Holcombe, Writing For Decisionmakers (Belmont: Lifetime Learning, 1981)

J. F. Sussams, How to Write Effective Reports (Aldershoot, Nichols, 1983)

Session 6: Policy Skills: Using Ideas to Lead Policy Change in Organizations

Jasson, Advocacy, Chapter 5, “Building Agendas” and Chapter 6 “Analyzing Problems”; Chapter 7 “Finding Policy Options"

Tropman, Managing Ideas, Chapter 7, IdeaLeadership and IdeaManagement; Chapter 8, “Leading and Managing Idea Generation and Storage”, Chapter 9,”The Seven I Idea”
Session 7: Policy Skills: Overcoming Resistance to New Ideas – Creativity and Power

Jansson, Ch 11, Advocacy, Developing and Using Power”; Chapter 12, “Developing a Political Strategy”

Tropman, Managing Ideas, Chapter 4, Pernicious Perroblems”, Chapter 5, Corrosive Concepts.

E. DeBono, Six Thinking Hats Boston, Little Brown, (1985)


Session 8: Policy Skills – Personal Style and the Idea-Driven Self

Tropman, Tactics, Chapter 10, Know Yourself

Tropman, Managing Ideas, “Creating the Idea-Driven Self”
Other Reading


Doyle M. Smith, *Motivating People* (New York: Barron’s, 1991)


Use Proquest to Read the 10/28/01 series of articles on the Detroit City Council. The lead is “City Council’s blunders speed Detroit’s Decline”.

Helen B. Schwartzman, (1989) The Meeting: Gatherings in Organizations and Communities New York: Plenum (An anthropologist studies the “Midwest Community Mental Health Center.”)

Session 10- Policy Skills – Interpersonal/Intellectual

Tropman, Managing Ideas, Chapter 14, “Creating Idea Driven Skills”; Chapter 15, “Creating Idea Driven Styles”
Session 11: Managing the Policy Meeting

Tropman, Tactics, Chapter 14, Effective Meetings”; Managing Ideas, “Chapter 10, “Leading and Managing Team Meeting Process”

Session 12: Review/Preview

Betzold, M., “The Shelter in Limbo” in Tactics, pp. 7-18

Session 13: Managing Decisions

Tropman, Managing Ideas, Chapter 11, “Leading and Managing Team Decision Process”


Session 14  Reports (Saturday, April 13,8:30-12.)