

Syllabus

Course Overview

Human services professionals are uniquely positioned to identify, organize, and promote constructive and effective social change. They must be professionally attuned to the social demands that arise from social changes. The process of identifying and leading in the development of policies responsive to social needs is a critical competency for human services professionals.

In this course, you will examine the concepts, principles, and stages of public policy analysis and development. You will apply the models and tools used by policymakers and policy analysts to identify pressing needs in your home community, develop a policy proposal to address those needs, and create an implementation plan for that proposal.

Program Journey

Click **Human Services Program Journey** to view a useful map that will guide you throughout your program. This map gives you an overview of all the steps required to complete your degree and outlines the resources that will support you along the way.

Identity Profile

Throughout your program, you will be strengthening your identity as a human services professional. Click **Identity Profile** to view a special interactive tool that has been designed for you to document your progress. This profile, which will appear in courses throughout your program, is a dedicated space for you to journal your growth and personal effectiveness as a professional. It will also provide opportunities for you to share your progress and accomplishments with your peers.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Evaluate social welfare policies targeted at various social problems or groups within the United States.
- 2

Critically analyze the roles and responsibilities of the human services profession in public policy evaluation, analysis, and development.

- 3 Synthesize how discriminatory practices in policy development related to gender, race, and sexual orientation could affect one's profession or practice in the United States.
- 4 Evaluate best practices by analyzing the theoretical relationship between social welfare policy and human services practice.
- 5 Communicate in a manner that is scholarly, professional, and respectful of the diversity, dignity, and integrity of others, consistent with expectations for members of the human services profession.

Course Prerequisites

There are no prerequisites for this course.

Syllabus >> Course Materials

Required

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Goodship, J., & Cope, S. (2001). [Reforming public services by regulation: A partnership approach \[PDF\]](#). *Public Policy and Administration*, 16(4), 34–46.
- Haigh, B., & Morris, D. (1990). [Implementing public policies in an era of change \[PDF\]](#). *Public Policy and Administration*, 5(2) 3–4.
- Horner, C. (2017). [Human services: An essential partner in improving health in the United States](#). *Public Health Reports*, 132(2), 127–129.
- Kaehne, A., & Taylor, H. (2016). [Do public consultations work? The case of the social services and well-being \(Wales\) bill](#). *Public Policy and Administration*, 31(1), 80–99.
- Moseley, C., Kleinert, H., Sheppard-Jones, K., & Hall, S. (2013). [Using research evidence to inform public policy decisions](#). *Intellectual and Developmental Disabilities*, 51(5), 412–422. doi:10.1352/1934-9556-51.5.412
- Simon, C. A. (2018). [Public policy: Preferences and outcomes \(3rd ed.\)](#). New York, NY: Routledge.

- Verschuere, B. (2009). [The role of public agencies in the policy making process: Rhetoric versus reality \[PDF\]](#). *Public Policy and Administration*, 24(1), 23–46.
- Weinstein, J. (2010). [Social change](#). Lanham, MD: Rowman & Littlefield.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL.

Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Community Tool Box. (n.d.). [11. Influencing policy development](#). Retrieved from <http://ctb.ku.edu/en/influencing-policy-development>
- Gutierrez, L. (2007). [The top five social justice issues facing social workers today](#). *Social Work Today*, 7(2), 24. Retrieved from <http://www.socialworktoday.com/archive/marapr2007p24.shtml>
- Social Economy Arizona. (n.d.). [Social policy and human services](#). Retrieved from <http://socialeconomyaz.org/social-and-health-services>
- [The idea of progress](#). (n.d.). Retrieved from <http://condor.depaul.edu/dsimpson/awtech/progress.html>

Suggested

Optional

Projects

Project >> Policy for Community Social Change

Project Overview

As stated in your course overview, human services professionals should expect to be involved in the development of public policies that are responsive to the social needs in the communities within which they reside and work. However, the process of being involved with—or leading—an initiative to develop social policy is not something one can intuitively pick up on the job.

This course project will provide you with an opportunity to work through the policy making process. A Social Policy Toolbox is provided in every unit of this course, which contains documents to help clarify and structure the process for you as you complete your project assignments.

In Unit 3, you will complete your first project assignment, the Community Assessment. You will identify the major demographic characteristics of your community, and use various sources of information (such as media, Internet, and government documentation) to identify two community problems. You will identify the main actors for each concern (who may be involved in the policy development process), identify the potential implementing actors for each concern, and draft a separate statement of public policy problem for each problem.

In your Unit 5 assignment, you will assume the role of a public or agency representative whose task is to review two possible public policy proposals that you have drafted, based on the problem statements you created in the Unit 3 assignment. You will select a proposal that will form the basis of the rest of your course project work. You will submit a summary that identifies the proposed policy, the key discussion points you raised in support of—or in opposition to—your proposed policy, and the main actors in your community who will serve to advance or pose as obstacles to your policy. Finally, you will state your rationale for choosing the proposal.

In Unit 8, you will draft a Human Services Policy Engagement With Businesses, Non-Profit Organizations, and Government policy paper that states the proposed policy, and you will identify who should serve as the main support of the policy, as well as those who may oppose the project. You will identify which element of the entity will mainly be responsible for the implementation of the policy, identify the type of policy (an administrative action, regulation, practice, or law) and, finally, summarize your expectations for the relevant agency adopting or rejecting the policy.

For your final project assignment in Unit 10, you will write A Human Services Policy for the Community policy evaluation paper that outlines the process you followed to develop your policy proposal and your plans for its implementation.

Unit 1 >> What Is Public Policy?

Introduction

Public policy is basically a rule, practice, procedure, law, or regulation that is enforced by any level of a business, non-profit organization, or government. There are several models for the development of public policy used by human services professionals engaged in policy formulation. Human services professionals must respond to changing social environments over time and, accordingly, must consider applying one or a combination of policy development models for the effective governance of businesses, non-profit organizations, or levels of government.

The European enlightenment of the 17th and 18th centuries introduced to public consciousness the idea of *progress*, claiming that whichever society came later must be better. Thus, social change is necessarily on the path of constant improvement, associated with the concept of sociocultural evolution. The romantic movement of 19th century Europe countered the idea of progress with the *degeneration* theory or the idea of *regression*, advocated by social scientists arguing that earlier societies are superior to later societies.

Whether one advocates progress or degeneration, the concepts inherently rely on a conception of social change in human society. As Weinstein explains in our text on *Social Change*, while these ideas remain foundational to our understanding of social change, the contemporary understanding is that social change may be intentional or it may be unintentional. In other words, individuals or social movements can intentionally cause social change (progressive or regressive), and it is equally true that changes in society can result from environmental changes, migrations of people responding to war, climate change, cultural clashes, urbanization, or other unintentional social changes.

Learning Activities

u01s1 - Studies

Readings

Use the Capella library to read the following:

- Simon, C. A. (2018). [*Public policy: Preferences and outcomes \(3rd ed.\)*](#). New York, NY: Routledge.
 - Chapter 2, "Thinking About Public Policy: How Choices Are Made," pages 32–50.
- Weinstein, J. (2010). [*Social change*](#). Lanham, MD: Rowman & Littlefield.
 - "Preface," pages 9–15.
 - Pages 3–14 in Chapter 1, "The Social Scientific Perspective."
- Moseley, C., Kleinert, H., Sheppard-Jones, K., & Hall, S. (2013). [*Using research evidence to inform public policy decisions*](#). *Intellectual and Developmental Disabilities*, 51(5), 412–422. doi:10.1352/1934-9556-51.5.412

Use the Internet to read the following:

- Gutierrez, L. (2007). [*The top five social justice issues facing social workers today*](#). *Social Work Today*, 7(2), 24. Retrieved from <http://www.socialworktoday.com/archive/marapr2007p24.shtml>

Multimedia

Click **Social Policy Toolbox** to open this multimedia resource. This toolbox contains articles and guides that will help you clarify and navigate the activities in this class. Review the documents it contains and know that it will be available for your use in every unit. Throughout the course, you will be prompted to refer to certain documents in the toolbox to help you complete specific activities.

Course Resources
Social Policy Toolbox

u01s1 - Learning Components

- Study public policy theory.
- Learn to conduct an investigation into the community's demands for new policy as a result of social change.

u01d1 - Understanding Social Change

As Weinstein explains in our text on *Social Change*, our contemporary understanding regarding social change is that it may be intentional or it may be unintentional. In other words, individuals or social movements can intentionally cause social change (either progressive or regressive). It is equally true that unintended changes in society can result from environmental changes, migrations of people responding to war, climate change, cultural clashes, and urbanization.

1. Drawing from your readings, discuss one example of intended or unintended progressive social change and one example of intended or unintended regressive social change.
2. In light of the probability that there will always be proponents of change as well as persons seeking to maintain the status quo, discuss how human services professionals may play a role in advancing progressive social change or regressive social change.

Response Guidelines

Respond to at least two other learners by asking questions and adding comments that expand and deepen the conversation. Your responses are expected to demonstrate your ability to integrate the ideas presented throughout the unit, including assigned readings, media presentations, and independent investigations. Responses should be substantive in nature and reference theoretical, empirical, or professional literature that supports your views and writings. Please remember to be respectful of the ideas and experiences of others.

Course Resources

u01d1 - Learning Components

- Differentiate between progressive and regressive social change.

u01d2 - Public Policy and Response to Social Change

Discuss three models for the development of public policy (public choice, group theory, and elite theory) and the suitability of each model for human services. Recognizing that community opinion, informed small groups, or the political elite may be the dominant source of social problem identification, make a judgement about the best source on which to rely, depending on the subject matter. Draw on your reading of Simon's *Public Policy* text, Chapter 2 when considering your analysis of whether one or another of the models is most suitable.

Response Guidelines

Respond to at least two other learners by asking questions and adding comments that expand and deepen the conversation. Your responses are expected to demonstrate your ability to integrate the ideas presented throughout the unit, including assigned readings, media presentations, and independent investigations. Responses should be substantive in nature and reference theoretical, empirical, or professional literature that supports your views and writings. Please remember to be respectful of the ideas and experiences of others.

Course Resources

Graduate Discussion Participation Scoring Guide

[Public Policy: Preferences and Outcomes](#)

u01d2 - Learning Components

- Discuss the appropriate application of policy development models to identified community social problems and issues.

Unit 2 >> Who Makes Public Policy?

Introduction

Human services professionals recognize that policies concerning their field come into being in direct response to public opinion, expert groups, or politically elite decision makers; changes in the social, economic, political and cultural environment; and demands for social change. Societies change over time or, as scholars have long observed, as societies evolve. As we learned in Unit 1, there are two tendencies regarding social change:

1. Progress (social advancement).
2. Degeneration (social worsening or retrenchment).

These two ideas constitute contending forces in society directly challenging human services professionals who will work to develop policies to respond to social needs.

As we began to study in Unit 1, social change is rooted in 17th and 18th century enlightenment, in particular, the idea of progress. J. B. Bury wrote the foundational analysis of progress and its relationship to social change in his book, *The Idea of Progress* (1920). Degeneration theory originated in the 19th century from the ideas of French psychiatrist, Benedict Morel. His thinking was influenced by pre-Darwinian concepts of evolution that certain biological (and, later thought, social) evolution actually devolved over time, and human social order can decline, generation after generation.

Social progress and social degeneration compete in the public mind and the minds of political decision-makers in the formulation of public policy in response to social change. Governments (federal, state, county, city, and local), non-profits (social service, advocacy, educational, and research), businesses (corporate, sole proprietorships, partnerships, and small businesses), and the *popular will* of a community act to influence and define policy.

Learning Activities

u02s1 - Studies

Readings

Use the Capella library to read the following:

- Simon, C. A. (2018). [*Public policy: Preferences and outcomes* \(3rd ed.\)](#). New York, NY: Routledge.
 - Chapter 1, "Public Policy and Visions of Governance," pages 2–31.

Use the Internet to read the following:

- [The idea of progress](http://condor.depaul.edu/dsimpson/awtech/progress.html). (n.d.). Retrieved from <http://condor.depaul.edu/dsimpson/awtech/progress.html>

Use the Internet to find and read one article about each of the following topics:

- J.B. Bury.
- Degeneration Theory.
- Benedict Morel.

Multimedia

Click **Social Policy Toolbox** to open and study the following Unit 2 resources:

- Ryser's "Social Change and Human Services Professionals."
- Ryser's "Short List of Human Services Social Change and Policy Development Issues for Government, Non-Profit, and For-Profit Organizations."
- Ryser's "Building Social Change and Policy Development Vocabulary."

Course Resources

Social Policy Toolbox

u02s1 - Learning Components

- Study public policy theory.
- Differentiate between progressive and regressive social change.
- Explore who influences public policy.

u02s2 - u03a1 Assignment Preparation

Your first project assignment will be due at the end of Unit 3. You will be completing a community assessment that will require you to do research pertaining to your local community. Make sure that you refer to your Social Policy Toolbox for information that will help you complete this assignment, and help clarify the processes involved. Refer to your u03a1 assignment description and grading rubric for further guidance. Be sure to contact your instructor with any questions.

In order to conduct the research needed in a manner that will ensure the successful completion of this assignment, you need to begin your work during this unit.

u02s2 - Learning Components

- Determine the types of demographic information necessary to inform the development of public policy.
- Explore the various sources of information that can be utilized to identify community problems.
- Review the steps involved with drafting a statement of public policy.

u02d1 - Who Makes Public Policy?

In Chapter 1 of the Simon *Public Policy* text, we see that in a governing entity (whether a government, for-profit, or non-profit organization), *values* are fundamental to the understanding public policy. Since Simon mainly focuses on the U.S. federal or state government as the principal actor in the making of public policy, we should note that the governing bodies of for-profit and non-profit organizations are influenced by the same ideas and practices. In other words, *governance* by any organization may serve to implement public policy. But, in these different governing bodies, who are the actors actually making public policy? Can we say it is people in a community, officials in program agencies, or governing officials? Can we envision a role for human services professionals?

Drawing on Internet sources, identify one example of social change initiative promoting progress and one example of degeneration that can occur. Note in your discussion who the principal actors are in developing public policy in response to either progressive social change or degenerative social change.

Response Guidelines

Respond to at least two other learners by asking questions and adding comments that expand and deepen the conversation. Your responses are expected to demonstrate your ability to integrate the ideas presented throughout the unit, including assigned readings, media presentations, and independent investigations. Responses should be substantive in nature and reference theoretical, empirical, or professional literature that supports your views and writings. Please remember to be respectful of the ideas and experiences of others.

Course Resources

Graduate Discussion Participation Scoring Guide

[Public Policy: Preferences and Outcomes](#)

u02d1 - Learning Components

- Describe the process of identifying principle actors related to policy development within a specific community.

u02d2 - Social Change Experience

What is your experience with social change?

Drawing on your readings on progress and degeneration, and considering D. B. Bury's and Benedict Morel's perspectives, describe your personal experience in defining social needs for change either progressively or in degeneration (social worsening) as a professional in your community.

Include the following in your discussion:

- Identify the problem.
- Explain how the problem was first identified.
- Describe the population or individuals affected.
- Identify what or who was responsible for responding to the need for change.
- Explain whether the community, business, non-profit, or government agency was expected to implement social change policy.

Use a minimum of two references (and their associated citations in your discussion narrative), applying APA style.

Response Guidelines

Respond to at least two other learners by asking questions and adding comments that expand and deepen the conversation. Your responses are expected to demonstrate your ability to integrate the ideas presented throughout the unit, including assigned readings, media presentations, and independent investigations. Responses should be substantive in nature and reference theoretical, empirical, or professional literature that supports your views and writings. Please remember to be respectful of the ideas and experiences of others.

Course Resources
Graduate Discussion Participation Scoring Guide

u02d2 - Learning Components

- Differentiate between progressive and regressive social change.
- Explore the various roles that business, non-profit, and/or government actors play in the implementation of public policy.
- Identify a variety of resources used to identify a community problem.

Unit 3 >> What Is Public Policy in Human Services?

Introduction

Human services public policy is mainly a concern of governments (federal, state, county, and city). Our *Public Policy* text focuses primarily on government policy. It is important to recognize, however, that non-profit organizations and businesses are also engaged in social policy development.

In our text, Simon reviews typical government social policy development that directly concerns human services professionals. Using policy to penalize some forms of behavior and reward others causes change,

to different costs and benefits. Simon discusses values and public policy, revealing that personal and group values directly influence the formulation of social need and, thus, public policy.

There are numerous social groups and institutions that benefit from specific policies in a community, state, or country. In the community at large, and in businesses, whether government and non-governmental entities benefit or are hurt by policy is a critical central theme in the development of policy responding to social change. In the Riverbend City: Human Services Policy Outcome interactive offered in this unit, we consider the dilemmas faced by social policy development efforts when competing interests challenge community members and special interests.

Learning Activities

u03s1 - Studies

Readings

Use the Capella library to read the following:

- Simon, C. A. (2018). [*Public policy: Preferences and outcomes \(3rd ed.\)*](#). New York, NY: Routledge.
 - Chapter 11, "Public Health Policy," pages 206–232.
- Goodship, J., & Cope, S. (2001). [Reforming public services by regulation: A partnership approach \[PDF\]](#). *Public Policy and Administration*, 16(4), 34–46.
- Kaehne, A., & Taylor, H. (2016). [Do public consultations work? The case of the social services and well-being \(Wales\) Bill](#). *Public Policy and Administration*, 31(1), 80–99.
- Verschuere, B. (2009). [The role of public agencies in the policy making process: Rhetoric versus reality \[PDF\]](#). *Public Policy and Administration*, 24(1), 23–46.

Multimedia

Click **Social Policy Toolbox** to open and study the following resources that will help you complete your Unit 3 activities:

- Ryser's "Public Policy Process Diagram."
- Ryser's "Elements of a Standard Policy Statement."
- Ryser's "Short List of Human Services Social Change and Policy Development Issues for Government, Non-Profit, and For-Profit Organizations."

Course Resources

Social Policy Toolbox

u03s1 - Learning Components

- Explore who influences public policy.

u03s2 - Riverbend City: Human Services Policy Outcome

- Click **Riverbend City: Human Services Policy Outcome** to complete this multimedia interaction.

Course Resources

Riverbend City: Human Services Policy Outcome

u03a1 - Community Assessment

For your first project assignment, you will be conducting a community assessment.

Begin by providing an overview of the community in which you live (large or small, urban or rural). Then, complete the following:

1. Identify community demographics, including social, ethnic, and cultural diversity.
2. Use local papers and other media to identify and describe two social change concerns appropriate to the community.
3. Identify the main actors (different ones for each concern) who may be involved in participating in a policy development process to address the concerns.
4. Identify the potential implementing actor (for-profit organization, non-profit, or government) or the combination of actors for each concern.
5. Draft a statement of public policy for each of the two social change concerns you have identified for the community, taking into consideration public policy elements. Refer to the resources in your Social Policy Toolbox for developing these statements.

Assignment Requirements

- **Page Length:** 3–5 double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.
- **Formatting:** Present your paper in APA format.
- **Written communication:** Written communication must reflect graduate-level writing skills and successfully convey the message.

Reference the resources provided in your Social Policy Toolbox as well as the assignment scoring guide to help you complete this assignment.

Submit your Community Assessment assignment in the assignment area.

Course Resources

[APA Style and Format](#)

u03d1 - Riverbend City: Human Services Policy Outcome

You have viewed and considered the social change controversy in the Riverbend City: Human Services Policy Outcome multimedia presentation. Discuss your proposal for an acceptable policy outcome from a human services professional's perspective. Your perspective may be different from the Riverbend City community members, but take into account who defined the problem, how the policy was developed, and which entity was or should be charged with implementing the agreed-upon policy. What would be the possible consequences, from a human services professional's point of view, if no policy was developed? Who would be the winners and losers if the policy is implemented?

Response Guidelines

Respond to at least two other learners by asking questions and adding comments that expand and deepen the conversation. Your responses are expected to demonstrate your ability to integrate the ideas presented throughout the unit, including assigned readings, media presentations, and independent investigations. Responses should be substantive in nature and reference theoretical, empirical, or professional literature that supports your views and writings. Please remember to be respectful of the ideas and experiences of others.

Course Resources

Graduate Discussion Participation Scoring Guide

u03d1 - Learning Components

- Discuss the appropriate application of policy development models to identified community social problems and issues.
- Explore the various roles that business, non-profit, and/or government actors play in the implementation of public policy.

Introduction

Policies can benefit and cost many individuals and groups differently. Groups, in particular, have a strong incentive to try to influence the final shape of the policy. Some groups have a greater incentive than others to determine the outcome of policy development.

Human services professionals must recognize the leading and influential elements in a community that seek progressive changes or degenerative changes. How are these contending interests understood, and what are the possibilities for finding middle ground where contending interests may be supportive of a proposed social policy?

This activity in social change policy development is called *agenda setting*. "Although we may or may not agree with specific methods, government [community, non-government organizations and businesses] has a role in meeting our needs. Providing for the common defense is one function of government that is rarely questioned in terms of its legitimacy, but exactly what government [or other actors] does or does not do in this policy area is subject to continual debate" (Simon, 2018, p. 93).

Reference

Simon, C. A. (2018). *Public policy: Preference and outcomes* (3rd ed.). New York, NY: Routledge.

Learning Activities

u04s1 - Studies

Readings

Use the Capella library to read the following:

- Simon, C. A. (2018). [*Public policy: Preferences and outcomes* \(3rd ed.\)](#). New York, NY: Routledge.
 - Chapter 4, "Policy Analysis," pages 72–88.
 - Chapter 5, "Agenda Setting," pages 93–109.
 - Chapter 6, "Policy Formation," pages 110–129.
- Haigh, B., & Morris, D. (1990). [*Implementing public policies in an era of change* \[PDF\]](#). *Public Policy and Administration*, 5(2) 3–4.
- Horner, C. (2017). [*Human services: An essential partner in improving health in the United States*](#). *Public Health Reports*, 132(2), 127–129.

Multimedia

Click **Social Policy Toolbox** to open and study the following resources that will help you complete your Unit 4 activities:

- Ryser's "Elements of a Standard Policy Statement."
- Ryser's "Public Policy Process Diagram."

Course Resources

Social Policy Toolbox

u04s1 - Learning Components

- Explore the processes of policy analysis, agenda setting, and policy formulation.
- Explore the methodology for drafting a policy proposal designed to respond to a public demand.

u04s2 - u05a1 Assignment Preparation

Your second project assignment is due at the end of Unit 5.

You should continue working on this assignment, using the u05a1 assignment description, grading rubric, and the Social Policy Toolbox to guide your work. Make sure you contact your instructor with any questions or concerns.

u04s2 - Learning Components

- Determine the types of demographic information necessary to inform the development of public policy.
- Discuss the appropriate application of policy development models to identified community social problems and issues.
- Describe the process of formulating policy.
- Explore the collaborative process involved in developing a public policy proposal.

u04d1 - Agenda Setting

Identifying a social change problem is the first task in policy development. Agenda setting is the next step. The agenda setting process is to establish one or more problems, and then consider several policy solutions to the identified problem.

Based on your reading of Simon's *Public Policy* text, Chapter 5, discuss how the process works to transform a social change problem into a proposed policy solution. In particular, emphasize the following:

1. Explain how issues are framed.
2. Identify who might be the major policy actor, given Simon's Chapter 5 examples (choose one).
3. Choose and discuss the policy theory most relevant to the issue framed.

Response Guidelines

Respond to at least two other learners by asking questions and adding comments that expand and deepen the conversation. Your responses are expected to demonstrate your ability to integrate the ideas presented throughout the unit, including assigned readings, media presentations, and independent investigations. Responses should be substantive in nature and reference theoretical, empirical, or professional literature that supports your views and writings. Please remember to be respectful of the ideas and experiences of others.

Course Resources

Graduate Discussion Participation Scoring Guide

[Public Policy: Preferences and Outcomes](#)

u04d1 - Learning Components

- Discuss how the agenda setting process works to transform a social change problem into a proposed policy solution.

u04d2 - How Is Policy Formulated?

How policy is formulated is the focus of this discussion. In particular, from the human services perspective, how would policy be formulated on the specific social change problem in the government example Simon offers in Chapter 6 of *Public Policy*?

1. Briefly describe how policy is formulated in a government situation, knowing that the process is very similar in a for-profit or a non-profit organization.
2. Identify the principal actors in the process (consult the Ryser "Elements of a Standard Policy Statement" reading from your Social Policy Toolbox).
3. Discuss policy development group theory, as applied to your analysis.

Response Guidelines

Respond to at least two other learners by asking questions and adding comments that expand and deepen the conversation. Your responses are expected to demonstrate your ability to integrate the ideas presented throughout the unit, including assigned readings, media presentations, and independent investigations. Responses should be substantive in nature and reference theoretical, empirical, or professional literature that supports your views and writings. Please remember to be respectful of the ideas and experiences of others.

Course Resources

Graduate Discussion Participation Scoring Guide

[Public Policy: Preferences and Outcomes](#)

u04d2 - Learning Components

- Describe the process of formulating policy.

Unit 5 >> What Are the Characteristics of a Community That Help Define What a Problem Is?

Introduction

Human services professionals are intimately involved in the social environment of their communities and, consequently, occupy a position distinctly valuable to the process of policy development intended to define the social problem, establish a policy agenda, formulate a policy, set out a plan to implement the policy, and incorporate methods for evaluating the policy in process. In this unit, you will continue to explore the process of policy development by reviewing the community factors that drive the development of public policy designed to address identified community needs.

Learning Activities

u05s1 - Studies

Readings

Use the Capella library to read the following:

- Weinstein, J. (2010). [Social change](#). Lanham, MD: Rowman & Littlefield.
 - Pages 27–28 in Chapter 1, "The Social Scientific Perspective."

Multimedia

Click **Social Policy Toolbox** to open and study the following resources that will help you complete your Unit 5 activities:

- Ryser's "Elements of a Standard Policy Statement."
- Ryser's "Public Policy Process Diagram."

Course Resources

Social Policy Toolbox

u05s1 - Learning Components

- Explore how to identify organizations or factors in the community that may pose as obstacles to proposed policies such as social status, gender identification, culture, and political orientation.

u05a1 - Community Policy Proposals

You will be using the results of your Unit 3 Community Assessment assignment as the basis for this assignment. You have examined the social change and public policy environment of your home community by surveying the population demographics (taking into account gender, race, and sexual orientation, as well as varied nationalities and their social and economic status) and explored public sources of information in order to identify demands for social changes in businesses, non-profits, and government. These demands reflect the possible need for public policy development.

- Draft and present two possible policy proposals that respond to the specific public demands you identified in your community in the previous assignment.
 - These demands may apply to businesses, non-profit organizations, or government.
 - Utilize the document entitled, "Elements of a Standard Policy Statement," which is located in your Social Policy Toolbox, to guide your development of these proposals.
 - Include a title for each proposal.
- Write a 750-word summary of your two possible policy proposals, emphasizing these elements:
 - State the proposed policy on which you have decided, with the following:
 - A descriptive title.
 - A statement of the public entity for which the policy is intended.
 - The beneficiaries of the policy.
 - The human service outcome for social change.
 - State which actors in the home community may play a constructive and active role to advance the policy process, and identify the actors or factors that may pose as obstacles to your proposed policy.
 - State the key discussion points raised by your peers in support of or in opposition to your proposed policy.

- State your rationale for choosing the policy proposal.

Assignment Requirements

- **Summary Length:** 750 words.
- **Font and font size:** Times New Roman, 12 point.
- **Formatting:** Present your paper in APA format.
- **Written communication:** Written communication must reflect graduate-level writing skills and successfully convey the message.

Reference the assignment scoring guide to help you complete this assignment.

Submit your Community Policy Proposals summary in the assignment area.

Course Resources

[APA Style and Format](#)

u05d1 - Identifying Social Change Issues

Consider your own community and describe a social change that demands the development of new policy. (This example should be different from the social change issue you have chosen for this unit's assignment.)

Discuss the following:

- Explain what you believe to be the most suitable method for identifying this social issue.
- State the policy that you would propose to be enacted.
- Identify the specific agency, government, business, non-profit, or combination of these that should implement your proposed policy.
- Describe what you think is the most likely outcome of your social change policy proposal. Who will benefit and who will not benefit?

Response Guidelines

Respond to at least two other learners by asking questions and adding comments that expand and deepen the conversation. Your responses are expected to demonstrate your ability to integrate the ideas presented throughout the unit, including assigned readings, media presentations, and independent investigations. Responses should be substantive in nature and reference theoretical, empirical, or professional literature that supports your views and writings. Please remember to be respectful of the ideas and experiences of others.

Graduate Discussion Participation Scoring Guide

u05d1 - Learning Components

- Discuss how to identify organizations in the home community that may play a constructive and active role in the advancement of the policy process.
- Describe the process of formulating policy.

Unit 6 >> How Is a Problem in Policy Identified in a Community?

Introduction

While all communities tend to be different in size, demographic makeup, economy, social conditions, efficacy of government, the number and types of businesses, and number and types of non-profit organizations, virtually all communities have public information media (such as newspapers, radio, television, and the Internet), active social organizations in the form of non-profits or unincorporated action groups, and businesses that seek to achieve their mission by promoting social policies favorable to the company. Social change issues serve as the basis for developing a public policy—a community problem, we might say. Social movements, organized groups, non-profit organizations, and public controversies reported in the public information media can individually or collectively serve as sources. Human services professionals are often very close to social change problems, as are elected public officials or directors who govern for-profit or non-profit organizations.

Learning Activities

u06s1 - Studies

Readings

Use the Capella library to complete the following:

- Simon, C. A. (2018). [*Public policy: Preferences and outcomes \(3rd ed.\)*](#). New York, NY: Routledge.
- `Chapter 7, "Policy Implementation," pages 130–148.
- Weinstein, J. (2010). [*Social change*](#). Lanham, MD: Rowman & Littlefield.
 - Review pages 3–4 and 7–9 in Chapter 1, "The Social Scientific Perspective."
 - Read pages 137–140 in Chapter 6, "Social Movements: Concepts and Principles."

Use the Internet to read the following:

- Social Economy Arizona. (n.d.). [Social policy and human services](http://socialeconomyaz.org/social-and-health-services). Retrieved from <http://socialeconomyaz.org/social-and-health-services>

Multimedia

- Click **Social Policy Toolbox** to access and study information that may be helpful to you as you complete your Unit 6 activities.

Course Resources

Social Policy Toolbox

u06s1 - Learning Components

- Analyze how social movements may affect the field of human services.

u06d1 - The Impact of Social Movements on Policy Development

Social change and, ultimately, policy development often emerge from social movements in areas such as civil rights, gender equality, labor, religious rights, family planning, ecology and climate change, and community services.

Chapter 7 of your *Public Policy* text discusses movements and social upheavals growing out of discontent or demands for change. In this discussion, analyze how two of these movements may affect the field of human services.

Response Guidelines

Respond to at least two other learners by asking questions and adding comments that expand and deepen the conversation. Your responses are expected to demonstrate your ability to integrate the ideas presented throughout the unit, including assigned readings, media presentations, and independent investigations. Responses should be substantive in nature and reference theoretical, empirical, or professional literature that supports your views and writings. Please remember to be respectful of the ideas and experiences of others.

Course Resources

Graduate Discussion Participation Scoring Guide

u06d1 - Learning Components

- Analyze how social movements may affect the field of human services.

u06d2 - Social Movements – Personal Experiences

Given that social movements are intentional change processes, discuss two such movements of which you are aware. Consider how the results of these changes have affected you personally and professionally.

Use the Internet and the resources in the course to identify these intentional change processes. Reference your resources according to APA style and formatting guidelines.

Response Guidelines

Respond to at least two other learners by asking questions and adding comments that expand and deepen the conversation. Your responses are expected to demonstrate your ability to integrate the ideas presented throughout the unit, including assigned readings, media presentations, and independent investigations. Responses should be substantive in nature and reference theoretical, empirical, or professional literature that supports your views and writings. Please remember to be respectful of the ideas and experiences of others.

Course Resources

Graduate Discussion Participation Scoring Guide

u06d2 - Learning Components

- Analyze how social movements may affect the field of human services.

Unit 7 >> What Are the Steps for Policy Formation and Legitimation?

Introduction

The process of social policy development demands a careful effort to formulate a policy statement, to work toward consensus support from the public and affected agencies, and then to designate the specific governmental, business, or non-profit entity that will be responsible for implementing the policy. In this unit, you will continue to explore the steps involved in policy formulation and legitimation, and the contributions to the process you can make as a human services professional.

Learning Activities

Readings

Use the Capella library to read the following:

- Simon, C. A. (2018). [*Public policy: Preferences and outcomes \(3rd ed.\)*](#). New York, NY: Routledge.
 - Review pages 135–140, "Issues Surrounding Implementation," in Chapter 7.
 - Read Chapter 12, "General Social Policy," pages 233–252.

Use the Internet to read the following:

- Community Tool Box. (n.d.). [11. Influencing policy development](http://ctb.ku.edu/en/influencing-policy-development). Retrieved from <http://ctb.ku.edu/en/influencing-policy-development>

Multimedia

Click **Social Policy Toolbox** to access and study the following information that may be helpful to you as you complete your Unit 7 activities:

- Ryser's "Social Change and Human Services Professionals."
- Ryser's "Short List of Human Services Social Change and Policy Development Issues for Government, Non-Profit, and For-Profit Organizations."

Course Resources

Social Policy Toolbox

u07s1 - Learning Components

- Discuss surrounding issues that might affect the implementation of human services policy.
- Learn how to identify the potential proponents and opponents of a policy proposal.
- Explore ways to determine the likelihood that a relevant agency will adopt or reject a policy.

u07s2 - u08a1 Assignment Preparation

Your third project assignment will be due at the end of Unit 8. You will be drafting a policy paper that outlines your proposed policy and identifies the entities that will need to be involved in its execution.

Refer to the u08a1 assignment description and scoring rubric, as well as the documents contained in the Social Policy Toolbox to guide your work. Make sure to contact your instructor with any questions or concerns.

In order to have adequate time to successfully complete this assignment, you need to begin your work during this unit.

u07s2 - Learning Components

- Explore the process of drafting policy proposals using language designed to address a target audience.
- Discuss surrounding issues that might affect the implementation of human services policy.
- Learn how to identify the potential proponents and opponents of a policy proposal.
- Explore ways to determine the likelihood that a relevant agency will adopt or reject a policy.

u07d1 - The Process of Formulating Policy in Response to Social Change

Human services professionals are, as we have noted, on the front lines of social changes and human services responses to those changes. Given this circumstance, as a professional, you are obliged to consider administrative, program, service delivery, and management policies to effectively respond to those changes. Your understanding of the policy development process in connection with a government (federal, state, county, or city), non-profit organization (social service, advocacy, research, etcetera) or a for-profit organization (corporation, sole proprietorship, or small business) is a significant factor in your ability to perform duties and responsibilities. How will you contribute to the policy development process?

Select a government, non-profit organization, or for-profit organization on the Internet with a focus on human services. Then, identify a social change policy issue demanded by a social change. Discuss the probable process of formulating a policy and then establishing the process of implementation. To stimulate your thinking, review the "Short List of Human Services Social Change and Policy Development Issues for Government, Non-Profit, and For-Profit Organizations" reading from your Social Policy Toolbox.

Response Guidelines

Respond to at least two other learners by asking questions and adding comments that expand and deepen the conversation. Your responses are expected to demonstrate your ability to integrate the ideas presented throughout the unit, including assigned readings, media presentations, and independent investigations. Responses should be substantive in nature and reference theoretical, empirical, or professional literature that supports your views and writings. Please remember to be respectful of the ideas and experiences of others.

Course Resources

Graduate Discussion Participation Scoring Guide

u07d1 - Learning Components

- Analyze how social movements may affect the field of human services.
- Discuss the probable process of formulating a policy and then establishing the process of implementing a social change policy issue demanded by a social change.
- Learn how to identify the potential proponents and opponents of a policy proposal.

u07d2 - Implementing Public Policy

Implementation of public policy must take into account surrounding issues. In your *Public Policy* text, Simon discusses this topic in Chapter 7 on pages 135–140.

For this discussion, analyze and discuss at least two surrounding issues that might affect the implementation of the human services policy you are developing for your course project. Refer to the following resources from your Social Policy Toolbox to help guide the development your post:

- Ryser's "Social Change and Human Services Professionals."
- Ryser's "Short List of Human Services Social Change and Policy Development Issues for Government, Non-Profit, and For-Profit Organizations."

Response Guidelines

Respond to at least two other learners by asking questions and adding comments that expand and deepen the conversation. Your responses are expected to demonstrate your ability to integrate the ideas presented throughout the unit, including assigned readings, media presentations, and independent investigations. Responses should be substantive in nature and reference theoretical, empirical, or professional literature that supports your views and writings. Please remember to be respectful of the ideas and experiences of others.

Course Resources

Graduate Discussion Participation Scoring Guide

[Public Policy: Preferences and Outcomes](#)

u07d2 - Learning Components

- Discuss surrounding issues that might affect the implementation of human services policy.

Unit 8 >> What Are the Steps for Policy Implementation?

Introduction

Implementing policy requires consideration of organizational capabilities, personnel, budgets, and consistency of the policy with the organization's mission, whether a government agency, department in a business, or non-profit organization. In this unit, you will read about and discuss a theoretical approach to policy implementation and the various forms of implementation.

Learning Activities

u08s1 - Studies

Readings

Use the Capella library to read the following:

- Simon, C. A. (2018). [*Public policy: Preferences and outcomes \(3rd ed.\)*](#). New York, NY: Routledge.
 - Pages 131–134, "A Theoretical Model of Policy Implementation," in Chapter 7.

Multimedia

Click **Social Policy Toolbox** to access and study the following information that may be helpful to you as you complete your Unit 8 activities:

- Ryser's "Human Service Public Policy Process Diagram."
- Ryser's "Elements of a Standard Policy Statement."
- Ryser's "Building Social Change and Policy Development Vocabulary."

Course Resources

Social Policy Toolbox

u08s1 - Learning Components

- Discuss surrounding issues that might affect the implementation of human services policy.
- Discuss the probable process of formulating a policy and then establishing the process of implementing a social change policy issue demanded by a social change.

u08a1 - Human Services Policy Engagement With Businesses, Non-Profit Organizations, and Government

You have established a proposed public policy designed to respond to your home community social change needs and identified the key supporting actors and opponents of the policy. You have also discussed the proposed policy and received recommendations from your class peers. Now, you must establish your proposed

policy as an accepted response to the community need, presented as a policy paper of not more than 1000 words.

In order to successfully complete your assignment you are required to:

- State the proposed policy in language appropriate for the proposed implementing agency.
- Identify the business, non-profit, or governmental level and explain who or what part of the entity must provide the main support for your proposed policy. Speculate on what other parts of the entity might oppose it.
- Identify which element of the entity should be responsible for the implementation of the policy. For example:
 - If a business: CEO, human resources, board of directors, etcetera.
 - If a non-profit: CEO, human resources, board of directors, program, etcetera.
 - If a government level: mayor, city council, local agency, county executive, county council, county agency, state governor, department secretary, legislature, state agency, President, department secretary, congress, federal agency, or program.
- State whether the new policy must be presented as an administrative action, regulation, practice, or law; or a combination of these.
- Summarize your expectations for the relevant agency adopting or rejecting the policy.

Assignment Requirements

- **Paper Length:** Not more than 1000 words.
- **Font and font size:** Times New Roman, 12 point.
- **Formatting:** Present your paper in APA format.
- **Written communication:** Written communication must reflect graduate-level writing skills and successfully convey the message.

Reference the assignment scoring guide to help you complete this assignment.

Submit your Human Services Policy Engagement With Businesses, Non-Profit Organizations, and Government policy paper to the assignment area.

Course Resources

[APA Style and Format](#)

u08d1 - Types of Policy Implementation

Once a social change issue has been identified and one has settled on a policy, the next step is to present the policy to the decision-makers. When the policy is approved, the process of implementation becomes the main focus.

Considering the examples offered by Simon in Chapter 7 of your *Public Policy* text, discuss the following forms of implementation in terms of human services:

- Administrative implementation.
- Political implementation.
- Experimental implementation.
- Symbolic implementation.

Discuss each approach to implementation in view of Simon's writings.

Response Guidelines

Respond to at least two other learners by asking questions and adding comments that expand and deepen the conversation. Your responses are expected to demonstrate your ability to integrate the ideas presented throughout the unit, including assigned readings, media presentations, and independent investigations. Responses should be substantive in nature and reference theoretical, empirical, or professional literature that supports your views and writings. Please remember to be respectful of the ideas and experiences of others.

Course Resources
Graduate Discussion Participation Scoring Guide
Public Policy: Preferences and Outcomes

u08d1 - Learning Components

- Explore the methods of presenting a policy via administrative action, regulation, practice, and/or law.

Unit 9 >>> Who Participates in Policy Evaluation?

Introduction

What are the non-profit organization, business, and government agency venues that most likely concern human services social policy? The U.S. federal government has more than 1000 agencies that implement social policy. State, county, and city governments often mirror a significant variety of agencies. They are all intended to respond to the needs of the community that fall into social, economic, educational, health, family organization,

and law enforcement, to identify a few categories. Businesses are concerned with employee health, education, and income levels, as well as gender relations, racial relations, cultural diversity, and the role of business policy in the arena of religious, family, and community life. Non-profit organizations advocate, serve, provide education, and undertake research in many of the same areas, but—of equal importance—non-profit organizations have the need for internal governing and operational policies that deal with gender relations, racial relations, cultural diversity, and the role of non-profits in ethical concerns. Human services professionals are directly engaged in identifying social change problems and the development of public policy in all of these arenas.

Learning Activities

u09s1 - Studies

Readings

Use the Capella library to read the following:

- Simon, C. A. (2018). [*Public policy: Preferences and outcomes \(3rd ed.\)*](#). New York, NY: Routledge.
 - Chapter 8, "Policy Evaluation," pages 146–160.

Multimedia

Click **Social Policy Toolbox** to access and study the following information that may be helpful to you as you complete your Unit 9 activities:

- Ryser's "Human Service Public Policy Process Diagram."
- Ryser's "Elements of a Standard Policy Statement."
- Ryser's "Building Social Change and Policy Development Vocabulary."

Course Resources

Social Policy Toolbox

u09s1 - Learning Components

- Discuss the skills and knowledge base needed to conduct effective policy evaluation.

u09s2 - u10a1 Assignment Preparation

Your final project assignment is due at the end of Unit 10. You will be drafting a policy evaluation paper that defines your policy proposal and outlines the process involved in its drafting, implementation, and evaluation.

Refer to the u10a1 assignment description, the scoring rubric, and the documents contained in your Social Policy Toolbox to help you draft this final assignment. Make sure to contact your instructor with any questions or concerns.

Begin your work during this unit in order to allow yourself sufficient time to successfully complete this project.

u09s2 - Learning Components

- Draft a policy proposal designed to address an identified social change problem.
- Describe the process of identifying a social change problem.
- Describe the key elements of a policy proposal development process.
- Describe the key elements of a policy proposal development process.

u09d1 - Effective Policy Evaluation

Consider the various professional roles that human services professionals play. Confidence in the human services professional is predicated on his or her skills and knowledge. Policy evaluation requires a critical background in many fields of learning.

Discuss the skills and knowledge base needed to conduct effective policy evaluation, based on your reading of Chapter 8 in Simon's *Public Policy* text. State the most critical skills that can benefit human service professionals implementing a policy. Include references to support your statements.

Response Guidelines

Respond to at least two other learners by asking questions and adding comments that expand and deepen the conversation. Your responses are expected to demonstrate your ability to integrate the ideas presented throughout the unit, including assigned readings, media presentations, and independent investigations. Responses should be substantive in nature and reference theoretical, empirical, or professional literature that supports your views and writings. Please remember to be respectful of the ideas and experiences of others.

Course Resources

Graduate Discussion Participation Scoring Guide

u09d1 - Learning Components

- Discuss the skills and knowledge base needed to conduct effective policy evaluation.

u09d2 - Evaluation Methodologies

There is a range of technical tools available to policy evaluators to use in achieving their tasks.

Discuss the types and methods of evaluation presented by Simon in your *Public Policy* text, and describe the method you find most useful in dealing with human services policy.

Response Guidelines

Respond to at least two other learners by asking questions and adding comments that expand and deepen the conversation. Your responses are expected to demonstrate your ability to integrate the ideas presented throughout the unit, including assigned readings, media presentations, and independent investigations. Responses should be substantive in nature and reference theoretical, empirical, or professional literature that supports your views and writings. Please remember to be respectful of the ideas and experiences of others.

Course Resources
Graduate Discussion Participation Scoring Guide

u09d2 - Learning Components

- Discuss the types and methods that may be used to evaluate the policy development process.

Unit 10 >> Reflection: The Key Elements of Policy and Development and Social Change

Introduction

You have participated in a rigorous process of examining the foundations for social change in the abstract, and considered social change in terms of a specific community. You have also seen that formulating and implementing public policy as a response to social changes in a community or society is critical to ensure the health of a community. You have been directly involved in the dynamics of social change and public policy, and have seen that human services professionals touch on nearly every aspect of life in a community. Finally, is time for you to consider your role in this process, now and in the future.

Learning Activities

u10s1 - Studies

Multimedia

Click **Social Policy Toolbox** to access and study the following information that may be helpful to you as you complete your Unit 10 activities:

- Ryser's "Human Service Public Policy Process Diagram."
- Ryser's "Elements of a Standard Policy Statement."
- Ryser's "Social Change and Human Services Professionals."
- Ryser's "Short List of Human Services Social Change and Policy Development Issues for Government, Non-Profit, and For-Profit Organizations."
- Ryser's "Building Social Change and Policy Development Vocabulary."

Course Resources

Social Policy Toolbox

u10s1 - Learning Components

- Draft a policy proposal designed to address an identified social change problem.

u10a1 - A Human Services Policy for the Community

For your final project assignment, write a policy evaluation paper that summarizes the process you completed in your home community during this project. Assume that your policy proposal is adopted by the relevant agency. Write your policy evaluation paper in no more than 2000 words, adding references, citations, and a bibliography. Include the following:

1. State your policy proposal.
2. Explain how you identified the social change problem.
3. Describe how you decided on what problem(s) to be considered.
4. Describe the key elements of your policy proposal development process with community members and agency representatives (in this case, represented by your course peers).
5. Explain the key factors you took into consideration for establishing the policy with a business, non-profit, and/or government level.
6. Identify what organizational unit in the business, non-profit, or government level will implement your proposed policy, and whether additional funds will be needed.
7. Explain how you evaluate the potential effects of this policy proposal on your home community.

Assignment Requirements

- **Paper Length:** Not more than 2000 words.

- **Font and font size:** Times New Roman, 12 point.
- **Formatting:** Present your paper in APA format.
- **Written communication:** Written communication must reflect graduate-level writing skills and successfully convey the message.

Reference the assignment scoring guide to help you complete this assignment.

Submit your A Human Services Policy for the Community policy evaluation in the assignment area.

Course Resources

[APA Style and Format](#)

u10d1 - Reflection

You have completed a ten-week investigation into social change and the process of developing policy as a response to changes. Now, consider what this all could mean for your future professional life. Human services professionals are faced with a myriad of social change demands. In this course, we have focused primarily on the role of human service professionals in the development of social policies.

Compare your understanding of social change and public policy before you began this course with your current understanding. Has your understanding changed regarding the role of social change and public policy? If so, how has your understanding changed?

Reflect on your future role as a human services professional responding to social change and the need for policy development. Identify which sector or combination of sectors (government, for-profit, and non-profit) seem most attractive to your interests and explain why.

Response Guidelines

Respond to at least two other learners by asking questions and adding comments that expand and deepen the conversation. Your responses are expected to demonstrate your ability to integrate the ideas presented throughout the unit, including assigned readings, media presentations, and independent investigations. Responses should be substantive in nature and reference theoretical, empirical, or professional literature that supports your views and writings. Please remember to be respectful of the ideas and experiences of others.

Course Resources

Graduate Discussion Participation Scoring Guide