


DEPARTMENT OF SOCIAL WORK
WESTERN KENTUCKY UNIVERSITY

		
SWRK 630	Rural Social Welfare Policy (3 credit hours)	Spring 2021
Professor: Erin Warfel, LCSW Email: erin.warfel@wku.edu Phone: 270-745-8923		Office: Academic Complex 114-D Office Hours: TBD
Class Meeting Times/Dates: Tuesdays 1/19, 3/2, and 4/13- 5:30-7:30PM CST Location: Online via Zoom		

Prerequisites: Completion of all required 500 level MSW courses or admission to the Advanced Standing MSW program.

Co-requisite: SWRK 660 Specialized Field Practicum I

Course Description

Focuses on policy analysis with emphasis on skills in legislative advocacy and decision making related to social policy and services for rural areas. Includes local and state government decision-making.

Course Information

Social advocacy and policy impact are critical components of advanced direct practice in rural areas. Social welfare policy has historically been driven and derived from an urban lens. This course explores the impact of policy on rural communities as well as the need for legislative accountability to rural areas. Client systems are not seen in political isolation in rural communities. The interaction between policy and individual/groups/communities is explored including an understanding of globalization and the global to local connections that impact rural settings. When integrating knowledge, theories, and skills from previous courses, the advanced direct practitioner in rural settings can effectively and efficiently work to change macro level systems to be more responsive to the needs of individuals, families and groups in rural communities.

Students in this course explore advanced graduate-level skills in policy analysis and evaluation with an emphasis on skills for policy practice within the rural context. Practitioners in rural areas are often involved in case to cause advocacy, and this type of policy practice is explored in depth. Skills taught are those used by social workers engaging in policy practice as change agent in legislative, community, and

organizational arenas. Utilizing models of policy analysis and a framework for influencing social policy, students will apply the policy model to specific client groups and contexts. Professional literature, stakeholder opinions, context, and other relevant factors will be used to develop a legislative change intervention plan that includes various strategies and tactics for change as well as measurable goals and objectives for use in evaluation of that change.

Required Text

Ritter, J. A. (2019). *Social work policy practice: Changing our community, nation, and the world* (2nd ed.). San Diego, CA: Cognella.

National Association of Social Workers. (2018). *Social work speaks* (11th ed.). NASW Policy Statements, 2018-2020. Washington, DC: NASW Press.

American Psychological Association [APA]. (2019). *Publication of the American Psychological Association* (7th ed.). Washington, D.C.: Author.

Suggested Readings:

- Political section of the *New York Times* and/or the *Washington Post*
- Influencing Social Policy: <http://influencingsocialpolicy.org/>
- Congressional Social Work Caucus: <http://socialworkcaucus-lee.house.gov/>
- Congressional Research Institute for Social Work & Policy: <http://crispinc.org/>
- Social Welfare Action Alliance: <http://www.socialwelfareactionalliance.org/>

MSW Mission Statement

The mission of the MSW program at WKU is to prepare students for advanced professional social work practice to meet the needs of increasingly diverse rural population in the community, in Kentucky, and in a global society.

Council on Social Work Education (CSWE) Definition of Specialized Practice and Required Core Competencies for MSW Education

[The Council on Social Work Education \(CSWE\)](#) Commission on Accreditation (COA) and Commission on Educational Policy (COEP) developed the [2015 Educational Policy and Accreditation Standards for Baccalaureate and Master's Social Work Programs](#). These standards form the basis for the WKU MSW Generalist Year Curriculum. As part of these standards, each master's social work program must design at least nine unique competencies that are used in the creation of their specialized year. Here at WKU, our specialty is [Advanced Generalist Practice in Rural Settings](#). Our program faculty have developed nine (9) unique competencies that are the focus for the specialized year curriculum. Please review the competencies at [WKU MSW Advanced Generalist Competencies](#) to develop an understanding of the content that all WKU MSW students

must master prior to graduation. Core competencies addressed in this class are defined as follows:

2015 Competencies Addressed in Course	Course Assignments	Course Learning Outcomes	Competency Dimension
Competency 1: Demonstrate Ethical and Professional Behavior	Rural Legislative Advocacy Project	1, 3, 4, 5, 6, 7	Knowledge, Values, Skills, C/A Processes
	Professional Communication Project	1, 2, 3, 4	Knowledge, Values, Skills
	Written/Oral Testimony	1, 2, 3, 4	Knowledge, Values
	Professionalism	3, 4	Values
	Participation	3, 4	Values
	Discussion Boards	1, 2, 3, 4	Knowledge, Values
	Twitter Posts	1, 2, 3, 4, 5, 6, 7	Knowledge, Values, Skills, C/A Processes
	Quizzes	1, 2, 3, 4	Knowledge
Competency 2: Engage Diversity and Difference in Practice	Written/Oral Testimony	1, 2, 3, 4	Knowledge, Values
	Professionalism	3, 4	Values
	Discussion Boards	1, 2, 3, 4	Knowledge, Values
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Twitter Posts	1, 2, 3, 4, 5, 6, 7	Knowledge, Values, Skills, C/A Processes
	Rural Legislative Advocacy Project	1, 3, 4, 5, 6, 7	Knowledge, Values, Skills, C/A Processes
	Written/Oral Testimony	1, 2, 3, 4	Knowledge, Values
Competency 4: Engage in Practice-informed Research and Research-informed Practice	Rural Legislative Advocacy Project	1, 3, 4, 5, 6, 7	Knowledge, Values, Skills, C/A Processes
	Written/Oral Testimony	1, 2, 3, 4	Knowledge, Values
	Discussion Boards	1, 2, 3, 4	Knowledge, Values
	Twitter Posts	1, 2, 3, 4, 5, 6, 7	Knowledge, Values, Skills, C/A Processes
Competency 5: Engage in Policy Practice	Rural Legislative Advocacy Project	1, 3, 4, 5, 6, 7	Knowledge, Values, Skills, C/A Processes
	Written/Oral Testimony	1, 2, 3, 4	Knowledge, Values
		1, 2, 3, 4, 5	Knowledge, Values, Skills

	Professional Communication Project	1, 2, 3, 4	Knowledge, Values
	Discussion Boards	1, 2, 3, 4, 5, 6, 7	Knowledge, Values, Skills, C/A Processes
	Twitter Posts		
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Written/Oral Testimony	1, 2, 3, 4	Knowledge, Values
	Discussion Board	1, 2, 3, 4	Knowledge, Values
	Twitter Posts	1, 2, 3, 4, 5, 6, 7	Knowledge, Values, Skills, C/A Processes
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Written/Oral Testimony	1, 2, 3, 4	Knowledge, Values
	Discussion Board	1, 2, 3, 4	Knowledge, Values
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Professional Communication Project	1, 2, 3, 4, 5	Knowledge, Values, Skills
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Written/Oral Testimony	1, 2, 3, 4	Knowledge, Values
	Discussion Boards	1, 2, 3, 4	Knowledge, Values
	Rural Legislative Advocacy Project	1, 3, 4, 5, 6, 7	Knowledge, Values, Skills, C/A Processes

Learning Outcomes

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

Knowledge

1. Identify how the forms of oppression toward society's most vulnerable populations in rural settings impact social policies.
2. Describe the interconnectivity between policy, practice, and research.

Values

3. Identify the values inherent in legislative advocacy.
4. Describe the connection between policy analysis and advocacy and the Social Work *Code of Ethics*.

Skills

5. Analyze a current social policy impacting rural practice utilizing a policy analysis framework.
6. Design a legislative advocacy project rooted in cultural competency.

Cognitive & Affective Processes

7. Analyze the development of current social policies affecting rural residents as it relates to socio-political and societal value trends.

COURSE ASSIGNMENTS

Discussion Board (3 @ 10pts each = 30 points)

There will be 3 discussion board questions. Students are expected to fully respond to each of the discussion board prompts by posting a short essay. Each question will be assessed by the instructor according to the following criteria: (1) evidence of reading and comprehension of reading assignments, (2) originality of the postings that demonstrates critical thinking, and (3) on time submission. You will not be able to view other's posts until you submit; so early submission is a good plan.

Twitter Posts (7 @ 5pts each = 35 points)

The purpose of this assignment is to engage students with each other, the instructor, and society at large as it relates to course content. This assignment also will require students to learn how to use technology professionally and ethically. Students will be required to make 7 original tweets, **using the hashtag #WKUsocialworkpolicy**, as well as reply to at least 2 of your peers' tweets. You are limited to 240 characters on Twitter; therefore, craft your post mindfully. This will require you to engage your critical thinking skills as you seek to demonstrate your knowledge of the topic in a concise manner. **You must review the material on professional and ethical use of technology prior to making any tweets on Twitter! Failure to review this material prior to utilizing Twitter may result in a reduction of your grade.**

Your original post must contain the following: (a) topic at hand; (b) social work position on the topic; and (c) link to a resource (e.g., news article, video, infographic, etc.).

Quizzes (4 @ 15pts each = 60 points)

There will be four (4) quizzes over the course of this semester. They will consist of multiple choice, true/false, and short answer questions. Quizzes will open under the Assignment Dropbox tab on Blackboard the Monday of the specified week at 8am CST and will close on Sunday of the specified week at 11pm CST. The time allotted for each quiz is based upon the number and type of questions included on the quiz. Please check Blackboard for more information.

Kentucky Legislative Infographic (75 points)

Choose a current piece of proposed KY legislation that is of interest to your field of study and the social work profession. Examine the Kentucky bills and NASW legislative priorities. After selecting a social work bill to educate your legislators about, choose pertinent information from reliable sources and develop a 1-2 page

infographic/fact sheet on the impact of this proposed legislation on rural Kentuckians. You will need to cite your appropriate and reliable sources (a minimum of 8) on your infographic. You may choose to take this infographic/fact sheet to the appropriate level of legislator following instructor approval, so make sure it is clear, eye catching, and well written.

Professional Communication with State Representative/Senator (35 points)

Based on your chosen piece of legislation, this assignment will require you to engage in the advocacy process. In order to successfully complete this assignment, you must do the following: (a) identify a current bill introduced in your state; (b) identify your current state Representative and/or Senator (depending upon whether you choose a house or senate bill); and (c) write a professional email or hand-written letter in support or opposition of that bill. Your written correspondence should include the following:

1. Identification of bill
2. Summary of the bill, including what population it will affect and what it proposes
3. Why you support or oppose the bill, with cited facts to support your position

Please make sure that this communication comes from you as a voting constituent and not as a WKU student. You must submit both the correspondence and verification that the correspondence was sent to your Representative or Senator.

Oral and Written Testimony (100 points)

Each student will be placed in a group, although all work will be done on an individual basis. There are three parts to this assignment: (a) a written 1-2 page testimony on a current bill introduced in your state's legislature; (b) a recorded video of your testimony that will be posted on your group's discussion board; and (c) one non-duplicated question for your group member that you will field during class. More details will be given on Blackboard and during class.

Rural Legislative Advocacy Project (150 points)

The rural legislative advocacy project is a paper describing a social problem, evaluating potential solutions, and developing an advocacy intervention plan. Each student will identify one social problem that impacts rural populations. You will then design a legislative advocacy project that includes the following major sections: (a) problem definition; (b) agenda setting; (c) policy formulation; (d) passage of the policy (i.e., strategies and tactics); (e) policy implementation; and (f) evaluating the policy change. More information is provided on Blackboard. Please refer to the rubric for this assignment, which is located at the end of this syllabus as well as posted on Blackboard.

Professionalism - (15 points)

Participation and professionalism are assessed using both the Live Session Participation rubric and the Professionalism rubric (see Blackboard). The Professionalism Rubric outlines 15 behaviors indicative of professionalism (i.e., attendance, punctuality, active participation, communication, respect, self-awareness,

diversity awareness, collegiality, oral expression, written expression, initiative & reliability, responsiveness to feedback, compliance with professional requirements, responsiveness to communication, professional appearance). There are two parts to this assignment:

1. Using the rubric, you are asked to rate yourself in each of these areas providing justification for each of your ratings using clear examples.
2. Complete the strengths, opportunities for growth, and improvement plan which is located following the 15 rubric items.

Evaluation and Grading

Course grading is based on the following criteria:

<u>Assignment</u>	<u>Maximum Point Value</u>
Discussion Board Activities	30 points
Twitter Posts	35 points
Quizzes	60 points
Kentucky Legislative Infographic	75 points
Professional Communication Assignment	35 points
Written & Oral Testimony	100 points
Legislative Advocacy Project	150 points
Participation & Professionalism	15 points
TOTAL POINTS	500 points

Grading

At the end of the term, total points for the semester will be added together and “plugged in” to the grade distribution according to the following scale:

100% – 90%	A
89.9% – 80%	B
79.9% – 70%	C
69% and below	F

Academic Support

Most of us find that we need some academic support and direction during our time at the university. WKU offers many resources that can help you be successful in this course. These are listed below.

Student Accessibility Resource Center

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in DSU Room 1074 in the Downing Student Union. The phone number is 270-745-5004. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Student Accessibility Resource Center.

Writing Center Assistance

The Writing Center is located in Cherry Hall 123 on the Bowling Green campus and also offers online consultations for students who live at a distance or who cannot visit during our operating hours. WKU's writing tutors have been trained to provide helpful feedback to students at all phases of a writing project. They can help you brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper for you. See instructions on the [Writing Center](#) website for making online or face-to-face appointments. Or call (270) 745-5719 during the Writing Center's operating hours (also listed on the website) for help scheduling an appointment.

Learning Assistance at WKU

The Alice Rowe Learning Assistance Center (LAC) is located on the South Campus, SC 238. This facility is open between MSW classes 12:30 – 1:30 for writing assistance, computer access or a quiet place to study.

Off Campus Library Support

The Extended Campus Library Services Office will copy citations and pull library books for students at extended campuses and send them through the mail. There is no cost to students (although you do have to pay to return the library books). WKU also has a courier service to extended campuses. For further information, go to the [Extended Campus Library Support](#) website. Turn-around time can be anywhere from a few days to two weeks, so plan ahead!

Policy:

Students are expected to adhere to all policies contained with the [MSW Handbook](#) and the [Code of Student Conduct](#) at Western Kentucky University.

Professionalism:

The [NASW Code of Ethics](#) is a guiding framework and source for identifying professional performance. Students are expected to practice in an ethical manner while in the classroom or completing assignments pertaining to this course in accordance with the *MSW Student Handbook*, *WKU Student Code of Conduct* and the *NASW Code of Ethics*. Behaviors especially under consideration are those related to professional practice, mental illness and/or substance use, illegal activity and classroom behavior. Concerns in any of these four circumstances will be documented in a Professional Concerns Form and referred for a Student Professional Concerns Review. Students are expected to understand the policy, in its entirety, found in the *MSW Student Handbook*.

Social Media:

Privacy, confidentiality, and professional boundaries must be examined as professional social workers, especially in the age of technology. Professional standards found in the *NASW Code of Ethics* must be strictly followed concerning social media. Students

using social media sites are expected to use the highest privacy settings on their social media profiles, so field agency personnel and/or clients cannot access photographs and private information. Students are not permitted to link to or view the social media profiles of clients or employees of the field placement agency. In the event that a student's social media profile or linkage is considered a poor professional practice or an ethical violation, the issue will be documented in a Professional Concerns Form and referred for a Student Professional Concerns Review.

Plagiarism and Academic Dishonesty:

Plagiarism and cheating are prohibited. Academic dishonesty is prohibited by the *MSW Student Handbook*, the *University Code of Student Conduct* and is also counter to social work values and ethics included in the *NASW Code of Ethics*. Students are expected to be familiar with these policies and ethical guidelines and to follow them at all times. Any instances of academic dishonesty will mean a grade of "zero" for the assignment and/or course failure. Students should review the "Academic Offences" section of the [WKU Student Handbook](#) and "Acknowledging Credit" sections of the [1999 Code of Ethics, National Association of Social Workers](#).

APA:

Students are expected to use APA style (7th ed.) for writing, citing and listing references. This is for all course work including papers, pamphlets, and online assignments. Online assignments must include in text references and full text references at the end of the assignment just as all other written documents in this course.

Attendance:

Students are expected to participate in developing a positive learning environment with the desire to learn. Class participation is required and includes taking part in class discussions through active listening and/or verbal comments. Students may miss one class **for any reason** but responsibility for missed lectures lies with the student. **Since there are only three face-to-face/synchronous class sessions, students who miss more than one class will automatically receive a grade of an F for this course.**

Assignment Completion:

Students are expected to turn all assignments in on time. Assignments, which are late, will be reduced at a rate of 10% per day. Therefore, if you would have received 50 points on an assignment, which is three days late, the score will be reduced by a total of 15 points. After one week, late assignments will no longer be accepted for credit but must be turned in to complete the course.

Other

The instructor reserves the right to make changes to the syllabus as needed with reasonable notice and accommodations for the students.

References

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- Jansson, B. (2009). *The reluctant welfare state: Engaging history to advance social work practice in contemporary society*. Belmont, CA: Brooks/Cole.
- Jansson, B. S. (2008). *Becoming an effective policy advocate (5th ed)*. Pacific Grove: Brooks/Cole/Wadsworth.

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- Plotnick, R. (2004). Disaggregating the impacts of welfare reform: Reflections on five studies. *Eastern Economic Journal*, 30 (1), 119 – 123.
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Segal, E. (2007). *Social welfare policy and social programs: A values perspective*.

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Serra, J. and Espinosa, J. (2002). More accuracy, less activism. *Foreign Policy* 132, 63-65.

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Williams, D. (2004). Mexico's NAFTA experience. *AgExporter*, 16 (1), 14 – 15.

Web-based Sites

(These sites have topics & research relevant to social welfare policy)

Brookings Institution: <http://www.brookings.edu>

Center for Law and Social Policy: <http://www.clasp.org>

Heritage Foundation: <http://www.heritage.org>

Institute for Policy Research: <http://www.northwestern.edu/ipr/>

[National Association of Social Workers](#)

The Pew Charitable Trust: <http://www.pewstates.org/>

[Rural Policy Research Institute, University of Missouri-Columbia](#)

Urban Institute: <http://www.urban.org>

Appendix

Rubric for Rural Legislative Advocacy Project

SWRK 630: Rural Social Welfare Policy Rural Legislative Advocacy Project C1: Demonstrate Ethical and Professional Behavior; C4: Engage in Practice-informed Research and Research-informed Practice; C5: Engage in Policy Practice; C9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities						
Dimension	1 Beginning	2 Developing	3 Marginal	4 Proficient	5 Exemplary	Score/ Comments
1. Introduction and Conclusion	Includes EITHER an introduction OR conclusion	Includes an introduction AND conclusion; BUT is missing 3 of the bulleted items under the exemplary category	Includes an introduction AND conclusion; BUT is missing 2 of the bulleted items under the exemplary category	Includes an introduction AND conclusion; BUT is missing 1 of the bulleted items under the exemplary category	Introduction includes ALL of the following: <ul style="list-style-type: none"> Brief introduction of topic; Advanced organizer outlining what will be covered in the rest of the paper; AND conclusion includes ALL of the following: <ul style="list-style-type: none"> Restates the purpose of the paper; Highlights important details covered in the paper; 	_____ Score earned
Items 2-3 C4: Engage in practice-informed research and research-informed practice						
2. Problem Definition: Description of the Problem	Scholar is missing more than 3 of the items listed under the exemplary category. OR ALL items are under-developed	Scholar is missing 3 of the items listed under the exemplary category. OR includes ALL items under the exemplary	Scholar is missing 2 of the items listed under the exemplary category. •	Scholar is missing one (1) of the items listed under the exemplary category; OR includes ALL items under the exemplary	Scholar provides a description of the problem, including ALL of the following: <ul style="list-style-type: none"> Definition of the problem? 	_____ Score earned X 3

		category, BUT 4-5 areas are under-developed		category, BUT 1 area is under-developed	<ul style="list-style-type: none"> • Duration of the problem? • Population impacted? • Impact on vulnerable populations • Causes of the problem? • Agreement regarding causes? 	Score earned
3. Problem Definition: Solutions and Recommendations	<p>Scholar is missing more than 3 of the items listed under the exemplary category.</p> <p>OR ALL items are under-developed</p>	<p>Scholar is missing 3 of the items listed under the exemplary category.</p> <p>OR includes ALL items under the exemplary category, BUT 4-5 areas are under-developed</p>	Scholar is missing 2 of the items listed under the exemplary category.	<p>Scholar is missing one (1) of the items listed under the exemplary category;</p> <p>OR includes ALL items under the exemplary category, BUT 1 area is under-developed</p>	<p>Scholar identifies and evaluates solutions to the problem, including ALL of the following:</p> <ul style="list-style-type: none"> • Policies and programs addressing the problem • Effectiveness of prior attempts to address problem • Identify and describe 3 potential solutions to the problem • Outline the costs and benefits of the solutions • Recommendation (be sure to provide justification)? • Consistent with NASW values and ethics? 	<p>_____ Score earned</p> <p>X 4</p> <p>_____ Score earned</p>
Items 4-6 C5: Engage in policy practice						
4. Agenda Setting	Scholar is missing more than 3 of the	Scholar is missing 3 of the items listed under	Scholar is missing 2 of the items listed under	Scholar is missing one (1) of the items listed	Scholar includes a thorough discussion of ALL of the following:	_____ Score earned

	<p>items listed under the exemplary category.</p> <p>OR ALL items are under-developed</p>	<p>the exemplary category.</p> <p>OR includes ALL items under the exemplary category, BUT 4-5 areas are under-developed</p>	<p>the exemplary category.</p>	<p>under the exemplary category;</p> <p>OR includes ALL items under the exemplary category, BUT 1 area is under-developed</p>	<ul style="list-style-type: none"> • Why legislators should care • Identify at least one member in each chamber who will champion your cause (be sure to provide a rationale for your choice) • Identify relevant committees and members who make up those committees • Identify allies (individuals, groups, and organizations) • Identify opposition (individuals, groups, and organizations) • Summarize opposing arguments 	<p>X 3</p> <p>_____ Score earned</p>
<p>5. Policy Formulation</p>	<p>Scholar is missing more than 5 of the items listed under the exemplary category.</p> <p>OR ALL items are under-developed</p> <p>AND it is not written as in the format of a policy</p>	<p>Scholar is missing 4-5 of the items listed under the exemplary category.</p> <p>OR includes ALL items under the exemplary category, BUT all areas are under-developed</p> <p>OR it is not written as in the format of a policy</p>	<p>Scholar is missing 2-3 of the items listed under the exemplary category.</p> <p>OR includes ALL items under the exemplary category, BUT 4-5 areas are under-developed</p>	<p>Scholar is missing one (1) of the items listed under the exemplary category;</p> <p>OR includes ALL items under the exemplary category, BUT 1 area is under-developed</p>	<p>Policy includes ALL of the following:</p> <ul style="list-style-type: none"> • Title • Preamble • At least one goal • At least three objectives for each goal • Objectives written in SMART format • Cost • Who is responsible for cost? 	<p>_____ Score earned</p> <p>X 4</p> <p>_____ Score earned</p>

					AND it is written in the format of a policy (attach in the appendix of your paper)	
6. Strategies, Tactics, & Implementation	Scholar is missing more than 3 of the items listed under the exemplary category. OR ALL items are under-developed	Scholar is missing 3 of the items listed under the exemplary category. OR includes ALL items under the exemplary category, BUT 4-5 areas are under-developed	Scholar is missing 2 of the items listed under the exemplary category.	Scholar is missing one (1) of the items listed under the exemplary category; OR includes ALL items under the exemplary category, BUT 1 area is under-developed	Scholar includes a thorough discussion of ALL of the following: <ul style="list-style-type: none"> • Identify your strategy and tactics • Identification of potential barriers (e.g., stakeholders, public sentiment, political climate) to success • Discuss the feasibility of implementing this project. • What rules and/or regulations will have to be written? • Steps you would need to take are outlined 	<hr/> Score earned X 3 <hr/> Score earned
Item 7						
C9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities						
7. Evaluation Plan	Scholar is missing 3 of the items listed under the exemplary category. OR ALL items are under-developed	Scholar is missing 2 of the items listed under the exemplary category. <ul style="list-style-type: none"> • AND both are under-developed 	Scholar is missing 2 of the items listed under the exemplary category. <ul style="list-style-type: none"> • OR includes ALL items under the exemplary category, BUT 2 areas are under-developed 	Scholar is missing one (1) of the items listed under the exemplary category; <ul style="list-style-type: none"> • OR includes ALL items under the exemplary category, BUT 1 area is under-developed 	Scholar includes a thorough discussion of ALL of the following: <ul style="list-style-type: none"> • Outcomes your policy hops to achieve • Estimated impact on vulnerable populations • Possible unintended consequences • Evaluation plan 	<hr/> Score earned X 3 <hr/> Score earned

Item 8						
C1: Demonstrate Ethical and Professional Behavior						
8. Writing and APA	Scholar's paper has more than 10 spelling and/or grammar errors. OR more than 10 APA errors; AND includes less than 3 peer-reviewed sources; AND is conceptually and/or logically unsound	Scholar's paper has 7-10 spelling and/or grammar errors; or 7-10 APA errors; AND includes at least 5 peer-reviewed sources AND lacks flow and is not logically presented	Scholar's paper has 4-6 spelling and/or grammar errors; OR 4-6 APA errors; AND includes at least 7 peer-reviewed sources AND lacks flow, but is conceptually sound	Scholar's paper has 2-3 spelling and/or grammar errors; OR 2-3 APA errors; AND includes at least 8 peer-reviewed sources; AND paper is presented logically so that ideas flow nicely	Scholar's paper has 0-1 spelling and/or grammar errors; OR 0-1 APA errors; AND includes at least 10 peer-reviewed sources; AND paper is logically and conceptually sound	<div>Score earned</div> <div>X 2</div> <div>Score earned</div>