

THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

Social Work and Social Welfare Policies and Programs
SW 510-003 | CRN # 24922
Spring 2018 | 3 credit hours

Instructor: Harold Benus, MSSW, Ph.D.

Phone:

Class Time: Mondays 9:00am-12:00pm (Room 230)

Email: hbenus@utk.edu

Office Hours: By appointment

Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook (www.csw.utk.edu). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

The Honor Statement

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*Hilltopics*).

University Civility Statement

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>

Disability

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

Dimensions of Diversity

The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), “the dimensions of diversity are understood as the intersectionality of multiple factors including” age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. “A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

Course Description

This is a required Foundation course. Key professional competencies, diversity, justice, critical thinking, and evidence-based practice are emphasized. Organizational, community, and legislated policies related to social issues, problems, and client systems using local to international comparisons. The use of justice, power, social construction and social work values and ethics in analyzing, influencing, developing, implementing, and advocating for policies and programs. The course establishes the connection between social welfare policy and social work practice. As such, first, the course critically analyzes the historic and contemporary contexts of social welfare. Particular emphasis is put on social workers’ roles as critical thinkers in affecting change. The influence of social policy on the holistic health and well-being of individuals, society and of social work practice is examined.

Course Rationale

This course provides foundation content to students regarding the knowledge about, and orientation to the designs and functioning of social welfare policies, programs, and services. Through their participation in this course, students appreciate and learn the place and influence of social welfare

Course Competencies

By the completion of this course, the students are expected to be able to demonstrate:

1. Analyze and synthesize historical and contemporary evidence-based data, theories, structures, and issues, around social problems and policies at micro, macro and mezzo levels (local including neighborhood, state, national, and international levels) including the use of various technologies to monitor legislative and regulatory activities and to communicate political messages. 5.1, 4.1, 3.2 (content: major social problems, theories for practice; social and economic injustice, violence, local, national and global poverty, oppression, and environmental issues and utilizing information technology for identifying same; identify policies designed to alleviate social problems; social, environmental and economic justice as a basis for understanding policy; history and background of social policy)
2. Analyze the informal and formal influence and the social construction of policy’s financial, organizational, administrative, and planning processes required to deliver culturally responsive services and service systems. 2.1, 5.2 (content: services and programs for poor and vulnerable populations; policies and procedures in organization and their relationship

to overarching local, state or national policies including access to technology by diverse groups including the poor and those who live in rural communities and; culturally relevant services).

3. Identify issues in social welfare policy and social service delivery at the micro, mezzo and macro levels (agency, local including neighborhood, state, national and international levels, including the capacity to prevent or promote social, economic and environmental justice and access to services 3.2, 5.3 (content: identification of the interconnections between micro, mezzo and macro levels; how specific social welfare policies may prevent or promote social, economic and environmental justice).
4. Analyze social welfare and economic policies and how they impact delivery of and access to social services, the ethics of the profession, and at-risk populations, and begin to develop policy practice intervention skills with policies, programs, and service delivery systems to advocate and advance basic human rights at the individual and system levels (micro, mezzo, macro) and social, environmental and economic justice. 1.1, 7.1, 7.3 (content: how policy is implemented and developed; how to analyze policy; use of policy practice change strategies to advocate for policy change at the individual and system levels (micro, mezzo and macro) for social, environmental and economic justice; how to assess policy adherence to social work values and ethics).
5. Prepare and present effective, professional, verbal, and written analyses, policy briefs, and proposals to stakeholders. 1.3, 1.4, 5.2 (content: analyze policy using policy analysis frameworks; be able to write policy briefs; utilize debate; write proposals for policy change).
6. Identify agency, local, state, national and international issues in social welfare policy and social service delivery, including the capacity to prevent or promote social and economic justice. 2.2, 2.3 [Links between ACEs and current local, state and national Health, Mental Health, Welfare, and Criminal & Juvenile Justice policies]
7. Analyze policy and its impact on program delivery, the ethics of the profession, and at-risk populations, and begin to develop policy practice intervention skills with policies, programs, and service delivery systems to advocate for basic human rights. 1.1, 4.2, 4.3, 1.2 [History and impact of ACEs Study on policy and practice, including examples of ACEs related policy change such as TN Building Strong Brains initiative, trauma-informed care, etc.]]

Course Requirements:

One text and some outside readings are assigned. All outside readings are available on your course site. Students are expected to participate in class in an active and involved manner. Students are expected to complete the readings PRIOR to CLASS and should be prepared to discuss them in class. In addition to assigned articles, students are encouraged to read independently from both professional journals and current news. Additional readings may be assigned during the course of the semester.

UT CSW acknowledges students' right to privacy. Therefore, when dealing with personal information either in class or in an assignment, share only to the level at which you are comfortable.

Grading Scale: The following grading scale will be used for final course grade.

Grade	Point range	Standard
A	95-100	Outstanding/Superior – Exceptional performance. Consistently exceeds expectations.
B+	90-94	Very Good – Student consistently meets and occasionally exceeds normal expectations for the course.
B	85-89	Good – Student consistently meets normal expectations for the course.
C+	80-84	Average – There is unevenness in grasping course content. Student is inconsistent in meeting the normal expectations for the course.
C	70-79	Poor - There is a lack of understanding of course content. Student does not meet course expectations.
F	69 or below	Very Poor – There is a lack of attendance or incomplete or unacceptable assignments. Course expectations are not met.

Late Assignment Policy: Written assignments are expected to be submitted on their specific due date. Any assignment not submitted on the specified due date is subject to a penalty of three (3) points per day until the assignment is turned in. Any assignment that is more than 5 days overdue will not be accepted.

Required Course Readings:

- Karger, H. & Stoesz, D. (2017). American Social Welfare Policy (8th ed.) Allyn & Bacon Pub.
- *Other readings will be available on your course site.*

Grading Distribution:

<u>Assignment</u>	<u>Value</u>	<u>Related Course Competencies</u>	<u>Dimensions of Competencies</u>
Quizzes	40%	1,2,4	Knowledge
In the News (Participation)	5%	3	Knowledge, Values, Cognitive and Affective Processes
Group Policy Analysis Presentation and Brief	40%	1-5	Knowledge, Values, Cognitive and Affective Processes
SWDOH Attendance and Reflection Paper	5%	5	Cognitive and Affective Processes
Class Facilitation	10%	1-7	Knowledge, Values, Cognitive and Affective Processes
TOTAL	100%		

Assignment Descriptions:

1) Quizzes:

- All quizzes are located under the tab “QUIZZES.” The quizzes are 5 quizzes, which are open book and open note, but you are not permitted to share answers or discuss the quiz with other students. The quiz will be timed and you have 1 hour to complete each quiz.
- The lowest quiz grade will be dropped.
- Quiz due dates and content covered are listed on the weekly calendar.

2) In the News (Participation):

- Each class will begin with an “In the News” discussion.
- Students will come to each class having read and reflected upon the news article posted on the Canvas website for that week. Articles will be available under the “In the News” section.

3) Policy Analysis Presentation and Brief

- The goals of this assignment are as follows:
 - To articulate the social problem this policy was designed to address.
 - To define eligibility rules and target population the policy was designed to address.
 - To understand how political ideology influences policy formation.
 - To effectively apply a policy analysis framework.
 - To demonstrate professional presentation, group collaboration, and writing skills.
- To complete this assignment, you will work in groups to:
 - Identify one state-level policy of interest.
 - Employ the Karger and Stoesz (2017) or McPhail (2003) framework for analyzing policy.
 - Submit a brief outline of the chosen framework.
 - Create and deliver a 20 minute policy analysis presentation. More Detailed instructions, a grading rubric, and example presentations can be found under “Policy Analysis Presentation” on Canvas.
 - Submit a policy analysis brief. The brief will concisely summarize the social problem and a proposed policy solution. Policy brief instructions, a rubric and example briefs can be found under “Policy Brief” on Canvas.
 - Submit an anonymous peer evaluation of all group members.

Note: All social work 510 students will deliver their presentations to a panel of UT-CSW faculty. Faculty will choose one group to present their policy analysis at Social Work Day on the Hill (SWDOH). The chosen group will then develop a poster to accompany their brief and presentation. For this extra time and work, the chosen group will receive 5 points of extra credit added to their final grade.

4) Social Work Day on the Hill (SWDOH) and Reflection Paper

- All students are required to attend SWDOH in lieu of class on March 20th.
- Students are expected to schedule a meeting with their legislator or attend legislative committee sessions as well as participate in SWDOH program activities. Students are encouraged to make appointments with their legislators in advance and to bring their policy briefs to the meeting.
- After attending SWDOH students are required to write a 32page reflection paper on their experience with policy practice.
- More detailed instructions and a grading rubric can be found under “SWDOH Reflection” on Canvas.

5) Class Facilitation

- Students will work in groups to prepare and deliver course content for Units 10, 11, and 12. Group assignments will be made during the first class meeting.
- Groups will prepare a 30 minute presentation that covers course content and key points from the readings. Groups will then lead class discussion and activities. Judicious use of multimedia is encouraged.
- Rubrics and additional details related to this assignment are available under the “Class Facilitation” section on Canvas.

Course Outline

**Readings not in your required text can be found under each unit on your online course site.*

NOTE: Students will be chosen at random twice (2) during the semester to present an article for In the News. Please come prepared each week with an article on the current Unit’s topic.

Unit	Date	Topic	Required Readings*	Assignments
1	Jan. 22	<ul style="list-style-type: none"> • Course overview: Review syllabus, class assignments, required texts, assigned readings, academic integrity. • Ethics and values in the Policy Process • Understanding the Social Work Code of Ethics • Trends affecting social welfare policy: devolution • Finalize policy project groups 	1) Syllabus 2) Online course site 3) NASW Code of Ethics	Review the syllabus, online course site, and NASW Code of Ethics. Be ready with questions before class.
2	Jan. 29	<ul style="list-style-type: none"> • Defining social welfare policy • Values, ideology and social welfare policy • The U.S. Political & Economic Continuum 	1) Karger & Stoesz Ch. 1 2) Karger & Stoesz Ch. 2	

		<ul style="list-style-type: none"> Analyzing and Monitoring Social Welfare Policy Policy Research and analysis <i>In the News</i> 		
3	Feb. 5	<ul style="list-style-type: none"> Policy practice, implementation and advocacy Affecting change The Legislative process Governmental policy process <i>In the News</i> 	<ol style="list-style-type: none"> 1) Rocha, Ch. 1: Introduction to Community-based Policy Practice 2) Rocha, Ch. 2: Essentials of the Planning Process 3) Rocha, Ch. 8: Essentials of Legislative Policy Practice 4) Karger & Stoesz Ch. 8 	Quiz # 1 Due; Covers Units 1-3
4	Feb. 12	<ul style="list-style-type: none"> Historical Development of Social Welfare Policy and Services and the Relationship to the Social Work Profession. History of Social Welfare Policy Two Ideological roots: Institutional vs. residual views of social welfare <i>In the News</i> 	<ol style="list-style-type: none"> 1) Karger & Stoesz Ch. 3 2) Dolgoff, R. & Feldstein, D. (2007). Understanding Social Welfare Policy: Ch. 3 1) Dolgoff, R. & Feldstein, D. (2007). Understanding Social Welfare Policy: Ch. 4 	Policy project abstracts/outline due
5	Feb. 19	<ul style="list-style-type: none"> Historical Trends in American Society: Issues of discrimination & oppression Poverty and Vulnerable populations <ul style="list-style-type: none"> o The feminization of poverty o The Working Poor o People with disabilities o Race & Poverty o The Three Discoveries of Poverty <i>In the News</i> 	<ol style="list-style-type: none"> 1) Karger & Stoesz, Chapter 5 2) Dolgoff, R. & Feldstein, D. (2007). Understanding Social Welfare Policy: Ch. 5 	Quiz # 2 Due; Covers Units 4-5
6	Feb. 26	<i>Group Policy Project Presentations</i>		Policy presentations and Brief due

7	Mar. 5	<ul style="list-style-type: none"> Contemporary Social Trends Affecting Social Welfare: Issues of discrimination & oppression <ul style="list-style-type: none"> GLBTQ Population Immigration Aging Population Other current topics <p><i>In the News</i></p>	1) Karger & Stoesz, Ch. 4	
8	Mar. 12	<i>Spring Break</i>		
	Mar. 20	<i>NASW Social Work Day on the Hill</i>		SWDOH attendance required
9	Mar. 26	<ul style="list-style-type: none"> Social Insurance Programs <ul style="list-style-type: none"> U.S. Social Policies and programs for senior and disabled citizens Social Security (OASDI) Unemployment insurance Workers Compensation Public Assistance Programs <ul style="list-style-type: none"> U.S. Social policies and programs for the poor AFDC, Nutritional Programs: SNAP, WIC, Medicaid, Housing Supplemental Security Income (SSI) <p><i>In the News</i></p>	1) Karger & Stoesz, Ch. 10 2) Karger & Stoesz, Ch. 11 3) Karger & Stoesz, Ch. 17	Quiz # 3 Due; Covers Units 6-9
10	Apr. 2	<ul style="list-style-type: none"> The American Health Care System Who are the Uninsured? Medicare, Medicaid Reforming US Health Care Health Care: an International Perspective <i>In the News</i> 	1) Karger & Stoesz, Ch. 12	SWDOH Reflection Paper due Group Facilitation
11	Apr. 9	<ul style="list-style-type: none"> Mental Health & Substance Abuse Policy Mental Health Reform History of Community Mental Health & Deinstitutionalization Prevention 	1) Karger & Stoesz, Ch. 13	Group Facilitation Quiz #4 Due: Covers units 10-11

		<ul style="list-style-type: none"> • Substance Abuse: history and services • <i>In the News</i> 		
12	Apr. 16	<ul style="list-style-type: none"> • Criminal and juvenile justice • History of child welfare • Contemporary issues in child welfare • Foster Care & Adoption • <i>In the News</i> 	<ol style="list-style-type: none"> 1) Karger & Stoesz, Ch. 14 2) Karger & Stoesz, Ch. 15 	Group Facilitation
13	Apr. 23	Course wrap-up		Quiz #5 Due: Covers unit 12