

THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

SW 510 Social Work and Social Welfare Policies and Programs
Section 007
3 credit hours
Spring 2018

Instructor: Suzanne Shatila
Class Time: Online
Office Hours: By Appointment

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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'

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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)
Assessed by the following assignments: full class discussion boards, small group discussion boards, policy project (either policy brief or poster), and position papers.
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*).
Assessed by the following assignments: full class discussion boards, small group discussion boards, policy projects (either policy brief or poster), and letter to the editor.
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: Links between ACEs and current local, state and national Health, Mental Health, Welfare, and Criminal & Juvenile Justice policies*).
Assessed through the following assignments: full class discussion boards, small group discussion boards, policy project (either policy brief or poster), position papers, and letter to the editor.
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; 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.*).
Assessed through the following assignments: full class discussion boards, small group discussion boards, policy project (either policy brief or poster), position papers, and letter to the editor.
Assessed through the following assignments: small group discussion board, policy project (either policy brief or poster), and letter to the editor.
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*).

Course Requirements: One text book and other outside readings are assigned. All readings other than the textbook are available on Canvas. Students are expected to participate in the discussion board forums in an active and involved manner. 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. Students are also encouraged to share outside resources they find related to topics discussed with other students.

The final grade will be determined as follows:

Full Class Discussion Boards (35%)

Discussion Small Group Project (15%)

Critical Model for Social Welfare Policy Analysis (10%)

Individual Policy Brief or Group Poster Presentation (25%)

Position Papers (10%)

Letter to the Editor (5%)

Late Assignment Policy

All class 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 two (2) points per day (no exceptions) until the assignment is turned in.** Unless an alternative deadline has been agreed upon by the professor prior to the deadline, any assignment that is more than 7 days overdue will not be accepted-NO EXCEPTIONS.

The final course grade will be based on the following:

A = 95-100 (Superior performance, exceeds expectations)

B+ = 90-94 (Better than satisfactory performance)

B = 85-89 (Satisfactory performance, meets expectations)

C+ = 80-84 (Less than satisfactory performance)

C = 73-79 (Performance well below the standard expected of graduate students)

D = 66-72

F = <66

Class Participation

As this is an online course, the only way you will receive credit for class participation is by participating in the discussion boards.

Course Texts:

Segal, E.A. (2012) Social Welfare Policy and Social Programs: A Values Perspective (3rd ed.) Brooks/Cole Pub

****Please note that you can use either the 3rd or 4th edition. The 3rd edition is cheaper which is why that edition is listed.**

Both editions can either be purchased or rented.

Other readings will be available are on Canvas.

A note about plagiarism

Don't do it! Any student who is found to plagiarize in this class will automatically receive a failing grade. Be sure to cite everything and anything that is not your original thought. This means using APA citations in papers (though you can use foot notes or end notes for the policy brief) and only submitting papers that are your original work. At UT we use something called Safe Assign, which means if you use a paper previously submitted for a class at UT or any other university, if the paper can be found online, etc., you will be caught, so just don't do it. If it looks like you are trying to pass the work of someone else off as your own, you will receive a failing grade.

As social work students, you are expected to be ethical and honest practitioners. This means only submitting work that you have created on your own, using quotation marks, and citing the work of others.

Use of People First Language

In this class I want to strive to use people first language. For example, say "people with disabilities," not "the handicapped or disabled," Say "She has a developmental delay" not "She's developmentally delayed." Say "My client has a mental health diagnosis," not "mentally ill client" or "depressed client."

Assignment Descriptions

1. Discussion Board (35%) Ongoing throughout semester (CC# 1-5)

Dimensions of Measurement: Knowledge, Values, Cognitive and Affective Processes

There will be seven full class discussion, which means each one counts for 5% of your final grade.

One of the easiest ways for students to earn points toward the final grade is to participate in the discussions on Canvas. Students will be expected to post comments related to the weekly topic. A topic will be open for discussion on the Monday of each week and will close on Friday. **Any posts made after Friday night at 11:59 PM CST will not count towards the student's grade.** Students should post **at least 4 meaningful comments each week** in order to receive full credit (i.e. don't just say, "I agree," instead post your own thoughts). Students must make their first post before the last day of the discussion board in order to receive full credit. Please do not wait until Friday to make 4 posts. This is a discussion and post should be made earlier in the week to allow time for other students to comment on posts. Weekly topics are posted in the syllabus and can also be found in the Discussion Board forums on Canvas.

2. Discussion Small Group Project (15%) Ongoing through semester, weeks of February 6, February 13, February 20, (C #1-5)

Dimensions of Measurement: Knowledge, Values, Skills, and Cognitive and Affective Processes

Students are expected to gain an understanding of policy analysis through this class. Based on the Critical Model for Social Welfare Policy Analysis from our text book on page 97, students will work in groups to discuss a population within the United States, social problems impacting this group, and relevant polices that affect that population. This discussion will last for three weeks.

Topics for each week

- 1. Treatment of population in the United States.**
- 2. What laws, administrative rules, or polices impact this group?**
- 3. Are there additional laws and policies that should be developed?**

Groups will address all of the questions and topics assigned for the week. Each student is expected to **post a minimum of 4 times throughout the week** and each group will need to answer all of the questions listed under each topic in order to receive full credit. As with other discussion students will need to post between Monday and Friday of each week and must post throughout the week for full credit. **If only one student posts answers for all of the questions, without any discussion from other students, the entire group will lose points.**

Students will work in small groups to discuss polices as they relate to specific populations listed below. The subtopics listed below each policy area are suggested topics to discuss, but students may select their own to discuss as a group. Students will sign up for the groups at the beginning of the semester.

- **Individuals experiencing addiction**
 - Relevant polices and policy areas might include:
 - Minimum sentencing
 - Voter disenfranchisement for felons
 - The Anti-Drug Abuse Act of 1986
 - The Controlled Substances Act
 - Affordable Health Care Act as it relates to coverage for treatment
- **Immigrants and Refugees**
 - Relevant polices and policy areas might include:
 - DACA
 - Proposed Muslim Registry
 - DREAM Act
 - Surveillance policies for certain immigrant and refugee groups
- **Members of the LGBTQI Community**
 - Relevant polices and policy areas might include:
 - Employment Nondiscrimination Act (ENDA)

- State adoption policies
 - The TN Counseling Bill
 - Religious exemptions to federal laws
 - Laws limiting the use of public restrooms for gender fluid and transgender individuals
- **Low wage workers and individuals living in poverty**
 - Relevant polices and policy areas might include:
 - SNAP
 - School Lunch policies
 - Unemployment Benefits
 - The Personal Responsibility and Work Opportunity Act of 1996 (Welfare Reform)
 - Subsidized child care
 - Inflation
 - Minimum Wage/Wage Stagnation/Income Inequality/Living Wage
 - Affordable Care Act

3. Using the Critical Model for Social Welfare Policy Analysis (10%) March 1 (C #1-5)

Dimensions of Measurement: Knowledge, Values, Skills, and Cognitive and Affective Processes

Each student individually must address the questions outlined in the Critical Model for Social Welfare Policy Analysis from our text book on page 97 (Box 4.3).

Based on the small group discussion, each student in the group will individually submit a social welfare policy analysis. All topic areas must be addressed with at least two sentences to receive credit. An example of this can be found on page 100 (Box 4.4) of the textbook.

4. Individual Policy Brief and Legislature Contact OR group Poster Presentation (25%) March 8 (CC #1-5)

Dimensions of Measurement: Knowledge, Values, Skills, and Cognitive and Affective Processes

Please note students only need to pick one of these projects to complete. One is a group project and the other choice is an individual project.

6.04 Social and Political Action*

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic needs to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited peoples and groups.

*Taken from the Social Work Code of Ethics, Section 6, The Social Workers' Ethical Responsibilities to the Broader Society

A goal of this course is for students to gain an applied understanding of contemporary social welfare policy matters. This means you should learn how to recognize and interpret policy issues in the real world and be able to discuss their significance with your coworkers, fellow advocates, etc. (Course Competencies 1, 3, 4, & 5).

Students will have the chance to pick one of two projects to complete during the first half of the semester. Both projects will help students gain an applied understanding of policy. **One is a group project (poster presentation) and the other is an individual project (policy brief)**, but both will help students prepare for Social Work Day on the Hill, which is held each spring.

Option 1-Policy Brief

Each student must choose a bill that is either before the Tennessee legislature (or the Legislature of the state the student currently resides in) or the US Congress or that has been considered within the last 2 years. **This is an INDIVIDUAL project.**

Remember to pick a topic that is in the spirit of social work. While I will not assign topics for you to address, I cannot accept an assignment that goes against our Code of Ethics, i.e. avoid taking a stance that would limit the rights of others, marginalize a community, or oppress a group within this country. Please do not cause any ethical dilemmas for your dear professor☺.

Here are some pointers as taken from: <http://melindaklewis.com/2009/09/30/what-makes-a-good-policy-brief/>

The best policy briefs are:

- Concise—Legislator will not read lengthy, verbose reports;
- Timely—Addresses an issue of current public concern;
- Action-Oriented—Problem can clearly be addressed through legislation;
- Evidence-Based—evidence is cited and analyzed;
- Professional—Rational, without insulting, divisive or inflammatory rhetoric;
- Feasible—A problem(s) that can actually be solved or improved;
- Accessible—Free of jargon, clear, understandable language;

The Policy Brief will follow this outline:

- Title of the paper
- Executive summary
- Context and importance of the problem
- Critique of policy option(s)
- Policy recommendations
- Appendices
- Sources consulted or recommended

The policy brief should be **2-5 pages in length**, including charts, tables and graphs, but excluding references.

The bill must address an issue that impacts the quality of life for a marginalized, oppressed, and/or vulnerable group of people. If a clear connection between the policy and the impact on oppressed and vulnerable populations is not clear or cannot be established, the student will not receive full credit for this assignment.

Sources of background information and supporting data

Like any expert preparing a policy brief to support your legislative testimony, you will rely primarily on the evidence generated by sound research on your topic. For your policy brief, you must rely on scholarly sources, using AT LEAST:

- 5 articles published in peer reviewed research journals
 - You need to critically appraise your evidence.
- 1 report published by think tanks or philanthropic and/or research organizations
 - e.g., Kaiser Foundation, Robert Wood Johnson Foundation, MDRC, the Urban Institute, Children’s Defense Fund, Institute for Women’s Policy Research, Commonwealth Fund, Brookings Institution, Annie E. Casey Foundation etc.
- 2 Reports from Governmental Agencies
 - These may be generated by federal or state sources. Good federal sources for social welfare data include: U.S. Census Bureau, General Accounting Office, Centers for Disease Control, Office of Management and Budget, Congressional Budget Office, National Institutes of Health and Mental Health, Department of Health and Human Services and its constituent agencies.

You should use more references than these minimum requirements, but the **majority of cited material must be drawn from scholarly/research sources**. Also, be sure to use information distributed by reputable organizations that rely on sound research techniques. If you do not cite the minimum number for sources from each section listed above, you will lose points.

Once you have completed this brief you will email the brief to your chosen legislative representative and will BCC me on this email or forward the sent message to me. The body of the email should introduce the issue and then contain the brief as an attachment. The email will count for 25% of your grade on this assignment. Please remember to email your policy brief and to BCC me at sshatila@utk.edu.

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Things to remember

- Please remember to cite everything! You can use end notes, foot notes, or APA parenthetical references. Any format works.
- You must include a reference page as part of your brief.
- Do not use logos for think tanks, research groups, or advocacy groups in your brief. This is to avoid having your brief look like it is from that organization.
- Do not address the brief to a certain legislator, format it like a letter, or mention yourself in the brief. You can do that in the email, but do not do this in your brief.
- Your brief should follow the outline specified on the previous page
- Your brief must be tied to a specific piece of legislation that impacts the area in which you live. If you live in TN, do not pick a bill being debated by the NY State Legislature.
- Remember to send your brief to the correct legislators. If your brief is on a bill up for consideration in Congress, do not email your policy brief to a TN State Legislator. You also want to email the folks who represent you. Even if a federal bill is being sponsored by a representative in another state, email your own rep in Congress. For state level bills you may also email the Governor in addition to your state level reps.
- Please do not send a brief that is not properly researched, is filled with grammatical errors, or simply looks sloppy. You are representing yourself and the school when you email your brief to an elected official.

Option 2-Group Policy Analysis Poster and Presentation Project

Students will complete a policy poster project IN GROUPS.

This project involves four parts:

1. The development of policy poster (based on your policy analysis);
2. The presentation of your policy poster information (using PowerPoint);
3. The abstract of your poster; and
4. Legislative contact.

The goals of this assignment are for you to identify how a current policy addresses a social problem and the delivery of services, to analyze the influences of the policy, and then to develop the recommendations to improve current policies and practices

Small groups of no more than four students with similar policy interests should be formed by the third week of the semester if this project is chosen and then the group will meet periodically throughout the semester to complete the policy poster project. Group members will select one STATE LEVEL policy/issue interest. You may want to visit NASW website at <http://www.socialworkers.org/advocacy/default.asp>, 'Legislative Issues' for ideas.

The bill must address an issue that impacts the quality of life for a marginalized, oppressed, and/or vulnerable population. If a clear connection between the policy and the impact on oppressed and vulnerable populations is not clear or cannot be established, a student group will not receive full credit for this assignment. You must choose a bill that you anticipate being before the Tennessee State Legislature in the spring. Remember to pick a topic and position that is in the spirit of social work and that is consistent with the Social Work Code of Ethics.

The policy poster will be presented as a tabletop display. If chosen by the College of Social Work, your poster will be displayed during Social Work Day on the Hill in the spring. This event is scheduled for each March. Please note that if your poster is chosen, you will be expected to represent the school at Social Work Day on the Hill next semester. This will require your group to prepare a Power Point presentation and one student from your group will need to present. Though the semester will be over, I, along with Professor Kate Chaffin, will help you prepare for the presentation if your group is selected.

Your readings on policy analysis provide a framework for analyzing policy. Use this framework to analyze your chosen policy. Use government documents, historical analyses and research articles to answer the following questions. You should have a minimum of 10 references listed below. Avoid sources that are not peer reviewed.

This POSTER and Presentation will have the following five headings and address the following information:

1. The Policy

- a. What policy will you analyze?
- b. Describe when the policy was enacted and at what level of government.

2. Background of the Policy

- a. What social problem is the policy designed to alleviate?
- b. Provide an appropriate literature review of the problem addressed.
- c. Utilize data to explain the social problem.
- d. Critically analyze the issues surrounding the problem.

3. Description of the Policy

- a. What benefits or services are provided by the policy?
- b. Who is eligible for the program?
- c. How is the program financed?
- d. How is the program administered?
- e. Identify vulnerable and at-risk populations and specific ways in which these groups are impacted by the current policy?

4. Policy Analysis:

- a. Analyze the program/policy using one of the frameworks provided in your readings as guides—choose one (*Examples: Adequacy, equity, efficiency, political feasibility, legality, or economic feasibility*).
- b. What are the strengths and limitations of current policy?
- c. Incorporate into the overall policy analysis the six core values of the social work profession identified in the NASW Code of ethics.

5. Recommendations:

- a. What are your recommendations to improve current policy?
 - a. Suggest at least 5 recommendations.
- b. These recommendations should address all levels of social work practice and may include examples of how other states have addressed this same policy issue.

*******Poster Abstract**

Each group must submit the abstract of your poster presentation. Do not exceed 500 words (excluding your references). Follow the APA format. The abstract should also include a picture of the poster to be submitted via email to your professor.

Upon submission of the abstract and picture, each group member will also submit a write-up of their portion of the work completed on this project. **I reserve the right to deduct points from an individual's final grade if the work is not correct or reflective of graduate student.** If one group member is not pulling his or her own weight, not showing up on time or at all for meetings, being difficult to deal with, or simply refusing to do work, then this member will receive an automatic zero for the project.

Poster Project Legislative Contact

After you have submitted your abstract, each student should do the following.

- Email your state rep about the policy you have chosen for poster.
- Explain your position on the policy in the email.
- Explain why you believe your state rep should either support or not support the proposed legislation.
- BCC me or forward copy of sent email to me to receive credit
- Worth 25% of your individual grade on assignment.

5. Position Papers (10%) - April 5 and April 19 (CC #1, 3, 4)

Dimensions of Measurement: Knowledge, Values, Skills, and Cognitive and Affective Processes

Throughout the semester, students will be asked to write a two to three page paper on various topics. Students are asked to review the related materials listed in the syllabus and to answer a series of questions related to the larger topic.

Position Paper 1: Voter Disenfranchisement and Suppression due April 5

Read the information posted below and then submit a two to three page paper exploring the following:

1. How do the issues of voter disenfranchisement and voter suppression influence the outcomes of elections?
2. Does this issue disproportionately impact certain communities or populations in our country?
3. Why do some support the idea of voter disenfranchisement and acts/policies that some argue aid in the suppression of votes (voter id, etc.)?
4. Why do some argue that this threatens democracy?
5. Should social workers be involved with efforts to restore voter rights for convicted felons? Why or why not?
6. What are some ways social workers could become involved in the legislative process restore voting rights and to prevent suppression?
7. What are the implications for social work practice?

Barbara Harris Combs (2015), Black (and Brown) Bodies Out of Place: Towards a Theoretical Understanding of Systematic Voter Suppression in the United States, *Critical Sociology*, Vol 42, Issue 4-5, pp. 535 – 549

Ruth, T., Matusitz, J. & Simi, D. Am J Crim Just (2017) 42: 56. <https://doi.org/10.1007/s12103-016-9346-6>
<http://www.theatlantic.com/politics/archive/2012/03/how-voter-id-laws-are-being-used-to-disenfranchise-minorities-and-the-poor/254572/>

<https://www.thenation.com/article/a-90-year-old-woman-whos-voted-since-1948-was-disenfranchised-by-wisconsins-voter-id-law/>

<http://www.sentencingproject.org/issues/felony-disenfranchisement/>

Position Paper 2: Raising the Minimum and Living Wage due April 19

After reading the materials listed below, students should write a two to three page paper exploring the following:

1. What is the current minimum wage in your state? What is the living wage in your state?
2. What would be the impact of raising the minimum wage and/or implementing a living wage be for working families in our country? What are the pros and cons?
3. Is raising the minimum wage a social justice issue? Why or why not?
4. Should social workers be involved with the movement to raise the minimum wage?
5. What do you think the impact of increasing the minimum wage would be on other social welfare programs, such as SNAP, the Affordable Care Act, etc.?
6. What are the implications for social work practice?

Jennifer L. Romich; Is Raising the Minimum Wage a Good Idea? Evidence and Implications for Social Work, *Social Work*, Volume 62, Issue 4, 1 October 2017

Robert H. DeFina (2008) The Impact of State Minimum Wages on Child Poverty in Female-Headed Families, *Journal of Poverty*, 12:2, 155-174

<http://www.socialworkblog.org/advocacy/2014/05/fight-for-minimum-wage-increase-not-over/>

<http://robertreich.org/post/131476708345>

<https://bestpractices.nokidhungry.org/sites/default/files/resources/The%20Relationship%20Between%20SNAP%20and%20Work%20Among%20Low-Income%20Households.pdf>

<https://www.cbo.gov/publication/44995>

6. Writing a Letter to the Editor (5%)-Due before April 27 (CC # 2-5)

This can be done anytime throughout the semester, but no later than April 27 2016.

Dimensions of Measurement: Knowledge, Values, Skills, and Cognitive and Affective Processes

Students should pick an issue that is currently in the news and write a letter to the editor of the local paper advocating a position that is in line with the Social Work Code of Ethics. Students should BCC the professor or email a confirmation email from the newspaper to the professor. A copy of the letter should be submitted via Canvas if your confirmation does not contain the text of the letter.

Read Chapter 4 in Rocha (2007) for more details regarding Letters to the Editor. This can be found under the last week for Course Materials on Canvas.

The letter should be no more than 250 words and should be an impassioned plea regarding your issue. Please make sure that you proof your letter and that you are present a well-researched argument. If you have questions about this, you may submit the letter to me first before you submit it to a newspaper so that I can give your feedback. If you wish to have feedback, please submit the letter to me a least a week before you plan to submit the letter to a newspaper.

Readings and Course Outline

Class 1: Week of January 8

Course overview-Review syllabus, class assignments, required texts, assigned readings, academic integrity

Readings

Jansson, B. S., & Brooks-Cole, F. E. (1990). Social welfare policy. *Belmont, CA.*

Chapter 3 Social Welfare Policy

Segal, E.A. (2012) Social Welfare Policy and Social Programs: A Values Perspective (3rd ed.) Brooks/Cole Pub

Chapter 1 Social Welfare Policy and Underlying Values

*****Online session scheduled for January 11 at 6:30 PM CST*****

Class 2: Week of January 15

Review of Adverse Childhood Experiences

Ethics and Values in the Policy Process

Understanding the Social Work Code of Ethics

Trends affecting social welfare policy: devolution

Readings

Hill, K. (2008). A strengths-based framework for social policy: Barriers and possibilities. *Journal of Policy Practice*, 7(2-3), 106-121.

Larkin, H., Feliti, V., & Anda, R. (2014). Social work and adverse childhood experiences research: implications for practice and health policy, *Social Work in Public Health*, 29 (1), 1-16.

Bowen, E. A., & Murshid, N. S. (2016). Trauma-informed social policy: A conceptual framework for policy analysis and advocacy. *American Journal of Public Health*, 106(2), 223-229.

Watch → ACES Primer <https://vimeo.com/139998006>

An overview of Trauma Informed-Care: Interview with Nancy J. Smyth

<http://socialworkpodcast.blogspot.com/2013/04/an-overview-of-trauma-informed-care.html>

Watch→How Brains are Built: The Core Story of Brain Development (Video) ·

<https://www.youtube.com/watch?v=LmVWOe1ky8s>

NASW Code of Ethics <http://www.socialworkers.org/pubs/code/code.asp>

Discussion Board 1: After reviewing the materials this week, consider the following to start a larger discussion

Often times when we talk about trauma informed care and practice, we are focused on direct services to clients. What does it mean to be a trauma informed practitioner at the macro level and as it relates to the development of policy?

How does trauma experienced when we are young contribute to issues later on in life? Why is it important to think about this at the macro level?

How can social workers educate policy makers about the impact of childhood trauma on individuals and communities?

Can social workers involved in the development of policy be ethical practitioners if we do not consider the impact of trauma on human development?

How can social workers be simultaneously focused on strengths as well as adverse childhood experiences? Why is it important to think about this at the macro level?

Don't forget to reference the materials when you post

Class 3: Week of January 22

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. Historical Trauma

Readings

Segal, E.A. (2012) *Social Welfare Policy and Social Programs: A Values Perspective* (3rd ed.) Brooks/Cole Pub Chapter 2 Historical Foundations of Social Welfare Policy

Sotero, Michelle, A Conceptual Model of Historical Trauma: Implications for Public Health Practice and Research (Fall 2006). *Journal of Health Disparities Research and Practice*, Vol. 1, No. 1, pp. 93-108, Fall 2006.

Dolgoft, R. & Feldstein, D. (2007). *Understanding Social Welfare Policy* Chapter 3 Social Values and Social Welfare: England from the middle ages onward.

Supplemental Readings:

Abramovitz, M. (1996). *Regulating the Lives of Women: Social Welfare Policy from Colonial Times to the Present* (Revised Edition). South End Press

Chapter 7: The Great Depression and the Social Security Act: The Emergence of the Modern Welfare State pg 215-240.

Carter, R. T., & Sant-Barket, S. (2015). Assessment of the impact of racial discrimination and racism: How to use the race-based traumatic stress symptom scale in practice. *Traumatology: An International Journal*, 21(1), 32-39.

→ Watch recorded lecture on historical trauma. Link to be posted later in semester.

Discussion Board 2: Reflect on the readings this week.

What are your thoughts on the ideas presented in the readings this week?

Why is it important for social workers to understand racial and historical trauma on a macro level?

By understanding the history of social welfare policy in this country, how can we ensure that all populations receive equitable treatment?

How do we make sure that we do not contribute to the oppression of different populations through the enactment of unjust policies?

Don't forget to reference the materials when you post

Class 4: Week of January 29

Defining social welfare policy
Values, ideology and social welfare policy

Readings

Segal, E.A. (2012) Social Welfare Policy and Social Programs: A Values Perspective (3rd ed.) Brooks/Cole Pub
Chapter 3 Conceptual Foundations of Social Welfare Policy

Klest, B. (2012). Childhood trauma, poverty, and adult victimization. *Psychological Trauma: Theory, Research, Practice, and Policy*, 4(3), 245-251.

Optional Readings

Sidel, R. (1996). Keeping Women and Children Last: America's War on the Poor
Chapter 6 Poor Children: The Walking Wounded p141-165

Duncan, C.M. (1999). Worlds Apart: Why Poverty Persists in Rural American
Chapter 4 Social Change and Social Policy p187-208

Discussion Board 3: Reflect on the readings this week.

How might what we experience when we are young impact outcomes later on in life?

How can this be addressed at the macro level in terms of policy development and laws?

Use these questions to start a larger discussion.

Don't forget to reference the materials in your posts.

Class 5: Week of February 5

Delivery of Social Welfare

Readings

Segal, E.A. (2012) Social Welfare Policy and Social Programs: A Values Perspective (3rd ed.)
Brooks/Cole Pub
Chapter 4 Analyzing and Researching Social Welfare Policies

Gilbert, N. & Terrell, P. (2010) Dimensions of Social Welfare Policy
Chapter 3: A Framework for Social Welfare Policy Analysis

➔ Watch this lecture on policy analysis frameworks. <https://www.youtube.com/watch?v=bdW-ljqbWQ>

Small Group Discussion 1-Treatment of target population in the United States

- Does this group have power in this country? Why or why not?
- What are the barriers to services and/or full inclusion in society that his group experiences?
- Has this group experienced racial, historical, or other forms of trauma? If so, what trauma have they experienced?
- What are the specific issues that this group experiences?
- Who benefits from creating barriers or from preventing this group from experiencing full privileges and enjoying civil rights in this country?
- Does this group experiences stigma and discrimination? What are some examples?
- If this group has experienced racial or historical trauma, could this influence how this policy is received in their community?

Class 6: Week of February 12

Revised December 5, 2017

Social Insurance Programs
U.S. Social Policies and programs for senior and disabled citizens
Social Security (OASDI)
Supplemental Security Income
Unemployment insurance
Workers Compensation

Readings

Segal, E.A. (2012) *Social Welfare Policy and Social Programs: A Values Perspective* (3rd ed.)
Brooks/Cole Pub
Chapter 5 The Delivery of Social Welfare Services
Chapter 9 Social Insurance

Weissmann, J. (2014). Why charity can't replace the safety net.
http://www.slate.com/blogs/moneybox/2014/03/21/private_charity_and_the_safety_net_why_philanthropy_can_t_replace_government.html?utm_content=buffer97eab&utm_medium=social&utm_source=plus.google.com&utm_campaign=buffe

Supplemental Readings:

Abramovitz, M. (1996). *Regulating the Lives of Women: Social Welfare Policy from Colonial Times to the Present* (Revised Edition). South End Press
Chapter 9 Unemployment Insurance pg 273-311

Wells, T. (July 27, 2015). The push and pull towards an inclusive nation. Talk Poverty. Retrieved from
<http://talkpoverty.org>
Can be found at <http://talkpoverty.org/2015/07/27/olmstead-inclusive-nation/>

Small Group Discussion 2- What laws, administrative rules, or policies impact this group?

What issues and/or rights do these policies address?
What were these laws and policies designed to do?
Are there holes or gaps in services that prevent policies from addressing the needs of this population?
What are the intended or unintended consequences of these laws and policies?
Do current policies, administrative rules, or laws traumatize this group?
Are there any current policies that attempt to rectify past actions that may have led to retraumatizing or harming this population?

Class 7: Week of February 19

How the U.S. Welfare State is financed
Public Assistance Programs
TANF
Supplemental Security Income (SSI)

Readings

Segal, E.A. (2012) *Social Welfare Policy and Social Programs: A Values Perspective* (3rd ed.)
Brooks/Cole
Chapter 8 Economics, Employment, Budgets, Taxes
Chapter 10 Aging and Social Welfare Policy

Cambron, C., Gingeri, C., & Vogel-Ferguson, M. (2015). Adverse Childhood Experiences, Depression and Mental Health Barriers to Work among Low-Income Women. *Social Work and Public Health*, 30(6), 504-515.
Retrieved December 1, 2017.

Karger, H.J., & Stoez, D. (2006). *American social welfare policy: A pluralist approach*. Boston, MA: Allyn and Bacon.
Chapter 11 Public Assistance Programs

Supplemental Reading

Gordon, L. (1994). *Pitied but not Entitled: Single Mothers and the History of Welfare 1890-1935*. Harvard University Press
Chapter 10 Welfare and Citizenship p 287-306

Gilbert, N. & Terrell, P. (2010) *Dimensions of Social Welfare Policy*
Chapter 8 The Mode of Finance: Systems of Transfer

Small Group Discussion 3-Are there additional laws and policies that should be developed?

Think about the actual impact and the legislative impact of previously developed policies and laws. What impact did they have on the population?

Are existing laws just?

Do existing laws compliment or conflict with the Social Work Code of Ethics?

What is our role in this in rectifying unjust laws, previous acts of injustice, or revising current policies (need tangible action steps; don't just say we should be advocates)?

What are the constraints we need to think about when addressing the needs of this population (funding, lack of functional systems or processes, etc)?

By the end of the week, students should pick one policy on which they will focus for the discussion the following week.

Class 8: Week of February 26

The American Health Care System
Who are the Uninsured?
Medicare, Medicaid
Reforming US Health Care
Health Care: an International Perspective

Readings

Segal, E.A. (2012) *Social Welfare Policy and Social Programs: A Values Perspective* (3rd ed.)
Brooks/Cole Pub
Chapter 12 Health Care Policy

Supplemental Readings

Health Care Statistics from the US Census Bureau <http://www.census.gov/prod/2013pubs/p60-245.pdf>
The Uninsured and the Difference Health Insurance Makes <http://www.kff.org/uninsured/1420.cfm>

Using the Critical Model for Social Welfare Policy Analysis-Due March 2

Each student individually must address the questions outlined in the Critical Model for Social Welfare Policy Analysis from our text book on page 97 (Box 4.3).

Look back at the previous discussions to help answer the questions. All topic areas must be addressed with at least two sentences to receive credit. An example of this can be found on page 100 (Box 4.4) of the textbook.

Drop In Zoom Session- Q&A for Policy Projects February 28 at 6:30 pm CST

Class 9: Week of March 5

Mental Health & Substance Abuse Policy
Mental Health Reform
History of Community Mental Health & Deinstitutionalization
Prevention
Substance Abuse

Readings

Mark, T. L., Levit, K. R., Vandivort-Warren, R., Buck, J. A., & Coffey, R. M. (2011). Changes in US spending on mental health and substance abuse treatment, 1986–2005, and implications for policy. *Health Affairs*, 30(2), 284-

Lum, Terry Y., Parashuram, Shriram, Shippee, Tetyana P., Wysocki, Andrea, Shippee, Nathan D., Homyak, Patricia, & Kane, Robert L. (2013). Diagnosed prevalence and health care expenditures of mental health disorders among dual eligible older people.(Policy Studies)(Report)(Author abstract). *The Gerontologist*, 53(2), 334-344.

Snowden, Lonnie R. "Health and mental health policies' role in better understanding and closing African American–White American disparities in treatment access and quality of care." *American Psychologist* 67.7 (2012): 524.

→ Watch recorded lecture on how a bill becomes a law.

<https://www.youtube.com/watch?v=NMfLVzhJJaU&feature=youtu.be>

Supplemental Readings:

Carey, B., Drugs Used in Psychotics Go to Youths in Foster Care,

http://www.nytimes.com/2011/11/21/health/research/study-finds-foster-children-often-given-antipsychosis-drugs.html?_r=1

Thomas, A.R. (1998). Ronald Regan and the Commitment of the Mentally Ill: Capital, Interest Groups, and the Eclipse of Social Policy. *Electronic Journal of Sociology*

<http://www.sociology.org/content/vol003.004/thomas.html>

**** Policy Brief and Email or Poster Presentation due by March 8 at 11:59 PM CST****

Spring Break March 12-16 No Class

Class 10: Week of March 19

Child Welfare Policy

Child Poverty

History of child welfare

Contemporary Issues in child welfare

Foster Care & Adoption

Readings

Segal, E.A. (2012) *Social Welfare Policy and Social Programs: A Values Perspective* (3rd Ed.)

Brooks/Cole Pub

Chapter 11 Children and Families

Chapter 7 Poverty and Economic Justice

Later, A. D. (2004). The Impact of Child Welfare Policies on African American Families. *Child Welfare Revisited: An Afrocentric Perspective*, 77.

Chapter 3 The Impact of Child Welfare Policies on African American Families: A Decade Later By Sandra Chipungu (please pay attention to her analysis of policies using equality, equity, and adequacy starting on page 84)

Supplemental Readings

Roberts, D. E. Poverty, Race, and New Direction in Child Welfare Policy, *Journal of Law and Policy*, 1(63), 63-77.

Social Work Day on the Hill is March 20, 2017.

Discussion Board 4: How can social workers advocate for those who are disproportionately impacted by systems, such as the welfare system, the child welfare system, the juvenile justice system and the criminal justice system in negative ways? What are some ways social workers can make different systems and policies more sensitive to the needs of communities involved in those systems? How does systematic racism, sexism, nativism, and discrimination factor into the treatment of individuals and communities by those systems?

Do you know of any movements working to change treatment or best practices that could help to ensure fair treatment is provided to all who encounter those systems?

Don't forget to reference the materials when you post.

***Please note that if you attend Social Work Day on the Hill, you do not need to participate in the discussion board this week.**

Class 11: Week of March 26

Issues of Discrimination & Oppression - Historical trends in American Society Contemporary Social Trends Affecting Social Welfare

Readings

Segal, E.A. (2012) Social Welfare Policy and Social Programs: A Values Perspective (3rd ed.)
Brooks/Cole Pub
Chapter 6 Social Justice and Civil Rights

Rocha, Chapter 1, Introduction to Community Based Policy Practice

Optional Reading

Fox Piven, F. & Cloward, R.A. (1993) Regulating the Poor: The Functions of Public Welfare (Updated Edition).
Chapter 12 Poor Relief and Theories of the Welfare State p 407-465

Position Paper 1: Voter Disenfranchisement and Suppression due March 29

Read the information posted below and then submit a two to three page paper exploring the following:

1. How do the issues of voter disenfranchisement and voter suppression influence the outcomes of elections?
2. Does this issue disproportionately impact certain communities or populations in our country?
3. Why do some support the idea of voter disenfranchisement and acts/policies that some argue aid in the suppression of votes (voter id, etc.)?
4. Why do some argue that this threatens democracy?
5. Should social workers be involved with efforts to restore voter rights for convicted felons? Why or why not?
6. What are some ways social workers could become involved in the legislative process restore voting rights and to prevent suppression?
7. What are the implications for social work practice?

Barbara Harris Combs (2015), Black (and Brown) Bodies Out of Place: Towards a Theoretical Understanding of Systematic Voter Suppression in the United States, *Critical Sociology*, Vol 42, Issue 4-5, pp. 535 – 549

Ruth, T., Matusitz, J. & Simi, D. Am J Crim Just (2017) 42: 56. <https://doi.org/10.1007/s12103-016-9346-6>

<http://www.theatlantic.com/politics/archive/2012/03/how-voter-id-laws-are-being-used-to-disenfranchise-minorities-and-the-poor/254572/>

<https://www.thenation.com/article/a-90-year-old-woman-whos-voted-since-1948-was-disenfranchised-by-wisconsins-voter-id-law/>

<http://www.sentencingproject.org/issues/felony-disenfranchisement/>

Class 12: April 2

Policy Practice and Implementation

Readings

Rocha, Chapter 2, Essentials of the Planning Process
Rocha, Chapter 8, Essentials of Legislative Policy Practice

Discussion Board 5: How are recent social and economic forces altering the approach to the provision of social benefits? How do stereotypes and misinformation factor into the provision of social services and the distribution of aid and benefits?

Is it fair to require applicants to comply with certain policies, like drug testing, not required of participants of other programs that are geared towards people with higher incomes?

How can social workers be involved with educating the public and policy makers to ensure that policy is based on reality instead of stereotypes?

Don't forget to reference the materials when you post.

Class 13: Week of April 9

International Perspective

Readings

Segal, E.A. (2012) *Social Welfare Policy and Social Programs: A Values Perspective* (3rd ed.)

Brooks/Cole Pub

Chapter 13 United States Social Welfare Policy and International Comparisons

Discussion Board 6: Should access to food, housing, and medical care be addressed through entitlement programs? Why or why not?

Consider the current poverty rate, unemployment rate, and what is expected of us as specified in the Social Work Code of Ethics.

How do those factors influence social work practice at all levels (micro, mezzo, and macro)?

Can you think of examples of benefits provided in other countries that you think would have a positive impact on individuals and communities in our country?

Don't forget to reference the materials when you post.

Class 14: Week of April 16

Implications on Practice

Readings

Segal, E.A. (2012) *Social Welfare Policy and Social Programs: A Values Perspective* (3rd ed.)

Brooks/Cole Pub

Chapter 14 Policy Practice and the Impact of Social Welfare Policies

Position Paper 2: Raising the Minimum and Living Wage due April 19

After reading the materials listed below, students should write a two to three page paper exploring the following:

7. What is the current minimum wage in your state? What is the living wage in your state?
8. What would be the impact of raising the minimum wage and/or implementing a living wage be for working families in our country? What are the pros and cons?
9. Is raising the minimum wage a social justice issue? Why or why not?
10. Should social workers be involved with the movement to raise the minimum wage?
11. What do you think the impact of increasing the minimum wage would be on other social welfare programs, such as SNAP, the Affordable Care Act, etc.?
12. What are the implications for social work practice?

Jennifer L. Romich; Is Raising the Minimum Wage a Good Idea? Evidence and Implications for Social Work, *Social Work*, Volume 62, Issue 4, 1 October 2017

Robert H. DeFina (2008) The Impact of State Minimum Wages on Child Poverty in Female-Headed Families, Journal of Poverty, 12:2, 155-174

<http://www.socialworkblog.org/advocacy/2014/05/fight-for-minimum-wage-increase-not-over/>

<http://robertreich.org/post/131476708345>

<https://bestpractices.nokidhungry.org/sites/default/files/resources/The%20Relationship%20Between%20SNAP%20and%20Work%20Among%20Low-Income%20Households.pdf>

<https://www.cbo.gov/publication/44995>

Class 15: Week of April 23
Implications for Practice Continued

Discussion Board 7:

What can social workers do to ensure that the needs of oppressed and vulnerable populations are met in terms of policy?

What can we do to help communities that are negatively impacted by policies?

What are our next steps to advocate for impacted communities and populations? Be specific about what action steps we can take on a macro level.

How can we support movements without taking over and without speaking for others when they are able to speak for themselves?

Don't forget to reference the materials when you post.

****** Letter to the Editor due no later April 27******