

THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

SW510: Social Work and Social Welfare Policies and Programs
Section 010
Spring 2018 | 3 credit hours

Instructor: Susan (Sukey) Steckel, LMSW

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Class Time: 5:30pm-7:00pm CST via Zoom on 1/17; 1/31; 2/21; 3/7; 3/28; 4/18

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Office Hours: Wednesdays 6:30pm-7:00pm CST during Zoom classes and 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: Links between ACEs and current local, state and national Health, Mental Health, Welfare, and Criminal & Juvenile Justice policies*).
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.*).
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

The course will include both live and recorded lectures, class discussions during Zoom, written assignments, and quizzes. One text and some outside readings are assigned. All outside readings are available on your Canvas course site. 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.

Students are expected to actively participate in all Zoom classes. Should you need to miss a scheduled Zoom class for any reason, you are responsible for notifying the instructor via email in advance and viewing the recorded Zoom lecture, which will be made available on the course site immediately following the live Zoom.

Students are expected to respond to instructor feedback and/or requests in a timely manner. Failure to respond to instructor requests in a timely and appropriate manner may result in an Academic Committee Meeting.

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.

Required Text and Assigned Readings

- Karger, H. & Stoesz, D. (2018). American Social Welfare Policy (8th ed.)
 - *You may choose either the hard copy version or the e-book version of the text*
- Other assigned readings and online material will be available on your Canvas course site.

General Expectations on Graded Assignments

Graduate level work includes an ability to synthesize one's experience and knowledge into an explanation that illuminates theory and an understanding of the course material. The writing of papers is expected to be organized, succinct in conceptualization and syntax, and grammatically correct. Even if you use a word processing program with spell check, proofread your work. Your final paper is expected to be well-written and error-free.

The usage of the **Publication Manual of the American Psychological Association (APA)(6th ed.)** format including the use of headings/subheadings, reference list, and title page is expected to be used as a guide for writing and citing sources. The APA format will be rigidly evaluated for accuracy, and proper APA style will carry significant weight in all written assignments. Grading criteria for written assignments will include, but not be limited to:

- Adherence to assignment specifications and grading rubric;
- Quality and clarity of writing and organization;
- Comprehensiveness;
- Level of analysis and understanding of course content applied;
- The extent to which course concepts, discussion and readings are reflected in the writing;
- Submission of assignments on the dates specified within the guidelines provided; and
- Extent of adherence to APA writing rules.

**Students who have writing concerns or want to improve their writing should consult the University of Tennessee writing center, resources on Canvas, and/or other graduate level writing resources.*

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 due date. Any assignment NOT submitted on the specified due date is subject to a **penalty of 10% off per day** until the assignment is turned in. **Any assignment that is more than 3 days overdue will not be accepted.** Extension requests are permitted on a case by case basis and only with documentation relating to an extenuating circumstance submitted in advance or within 24 hours of the posted due date and approved by the instructor in writing. Extenuating circumstances include, but are not limited to, loss of close relative, hospitalization, planned medical procedure, etc. Extension requests relating to student error or technological issues will not be considered.

No quizzes will be accepted after 10:59 PM Central on April 25th.

Graded Assignments

<u>Assignment</u>	<u>Value</u>	<u>Related Course Competencies</u>	<u>Dimensions of Competencies</u>
Quizzes 1-5	40%	1-4	Knowledge, Values
Policy Brief	30%	1-5	Knowledge, Skills, Values, Cognitive and Affective Processes
Critical Thinking Exercises (CTEs)	30%	1-5	Knowledge, Skills, Values, Cognitive and Affective Processes
TOTAL	100%		

Assignment Descriptions

1) Quizzes (40%)

- All quizzes are located on your Canvas course site under the tab “QUIZZES.” There 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. **Sharing answers or helping each other constitutes cheating and will result in disciplinary action.** Each quiz will be timed and you have 1 hour to complete each quiz. Once you open a quiz, you must complete the quiz.
- The format for quizzes will include multiple-choice and short answer questions covering the content of each unit’s readings, online resources (as noted under quiz description), and lectures. Additional instructions are available on the Canvas course site.
- Quizzes will be open for the whole semester and you may complete them prior to 10:59pm CST on April 25, 2015. The Course Outline provides a recommended schedule for completing the quizzes in a timely manner. Completing the quizzes on this schedule will ensure you have ongoing feedback as to how you are doing in this course. You are strongly advised against waiting until the last minute to complete the quizzes.
- Each quiz will cover specific units as follows:

- 1) Units 1-3
- 2) Units 4-5
- 3) Units 6-9
- 4) Units 10-11
- 5) Units 12-13

- **No quizzes will be accepted after 10:59 PM Central on April 25th.**

2) Policy Analysis and Brief (30%)

- The Policy Brief is the main component of this course. The goals of this assignment are for you to identify how the current policy addresses a social problem and delivers services, to analyze the influences of the policy, and then to develop recommendations to improve current policies and practices.
- You will choose one STATE LEVEL policy/issue of interest and will use the Karger & Stoesz framework for analyzing policy to first create a policy analysis paper. The policy analysis paper, which will not be graded, should be no more than 10 pages. This paper will be the foundation for your policy brief. You do not need to turn in your policy analysis paper, but you may submit it for review and general feedback if you choose and as time for instructor feedback allows.
- ***You will submit a 350 word abstract about your policy brief by 9:00am CST on February 21st. This abstract will not be graded***, but will give me the opportunity to see if you are on track and give you feedback on your proposed brief. Your policy brief will align with your policy paper, but will be only one or two pages long. The brief will concisely summarize the social problem and a proposed policy solution. Policy brief instructions must be followed and will be posted on the course website.
- ***The final policy brief is due by 9:00am CST on April 4th.***
 - Significant points will be deducted for not using APA style, for issues with spelling/grammar, and for not following assignment instructions/rubric.
 - I reserve the right to deduct points from an individual's final grade if the work is not correct or reflective of graduate level work.

3) Critical Thinking Exercises (CTEs) (30%)

- Students will write five critical thinking exercises (CTEs) demonstrating understanding and application of a complex policy topic. These papers will be 3-5 pages in length, not including references or title pages. The lowest grade will be dropped. Three paper topics will be required, and students will be able to select the topics for their final two papers from among many in a list that will be provided. If students wish, they may complete a 6th CTE to replace a prior low CTE grade. CTE instructions must be followed and will be posted on the Canvas course site.
- Significant points will be deducted for not following instructions or using APA style, and for issues with spelling/grammar.
- **CTEs are due by 9am CST on the following dates:**
 - CTE 1: January 24
 - CTE 2: February 7
 - CTE 3: February 28
 - CTE 4: March 21
 - CTE 5: April 11
 - CTE 6 (optional): April 25

Extra Credit Opportunity: Social Work Day on the Hill Policy Poster Competition

- Students who wish to earn extra credit may participate in the policy poster competition for Social Work Day on the Hill on March 20th, in Nashville, Tennessee. You may, but are not required to, partner with two or three other people to participate in the competition. You will need to present on your policy brief following the format outlined by the Tennessee Chapter of the National Association of Social Workers. Specific information, instructions, and deadlines will be posted on the Canvas course site.
- Depending on the number of students interested in participating in the competition, the instructor will design a method for fairly evaluating the students' policy briefs and presentations and selecting the individual or group who will represent the UTK College of Social Work Online MSSW Program during the Social Work Day on the Hill statewide competition on March 20th.
- ***Up to 5 extra credit points may be added to an individual's final grade depending on the amount and quality of work completed.*** For example, if an individual or group submits a policy presentation and brief for the competition, but is not selected to participate in the Day on the Hill, 0-3 points may be added. If an individual or group is selected to participate in Day on the Hill, 3-5 points may be added. Extra credit points are based on quality of the policy brief, poster, and presentation and are not in any way dependent on the outcome of the statewide Social Work Day on the Hill competition on March 20th.
- **Special notes for consideration about participating in the competition:**
 - Benefits of participating in the policy poster competition at Social Work Day on the Hill are vast and difficult to quantify. Past students have described the process as life-changing, and some have even changed their program of study from Evidence-Based Interpersonal Practice to Organizational Leadership as a result of their experience at Day on the Hill. Students who participate in the competition will receive significant one on one mentoring and support for their policy presentation from Nashville CSW faculty.
 - Participating in the competition requires significant additional work by each student, including the creation of a policy presentation and poster (if selected). It may also require significant work during Spring Break in order to practice your policy presentation and finalize your policy poster.
 - The practice of policy is inherently a group process and to conduct effective policy practice, one must participate in a group process. Therefore, if you choose to compete in the policy poster competition as a group it is imperative that students engage substantively in the group process and acquire the skills to integrate multiple ideas and activities respectively and successfully. Be aware, if one group member is not pulling their 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 student will be ineligible for extra credit. This is a professional program in which my goal is to prepare students to lead an organization. If students are not acting professionally, then it brings the whole group down and this simply will not be tolerated here or in the workforce.

Course Outline

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

Unit	Date	Topic	Required Readings*	Assignments
1	Jan. 17 ZOOM	<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 Discuss policy poster competition 	<ul style="list-style-type: none"> Syllabus Online course site NASW Code of Ethics 	Review the syllabus, online course site, and NASW Code of Ethics. Be ready with questions before class.
2	Jan. 24	<ul style="list-style-type: none"> Defining social welfare policy Values, ideology and social welfare policy The U.S. Political & Economic Continuum Analyzing and Monitoring Social Welfare Policy Policy Research and analysis Policy advocacy 	<ul style="list-style-type: none"> Karger & Stoesz Ch. 1 Karger & Stoesz Ch. 3 Rocha, Ch. 1: Introduction to Community-based Policy Practice 	CTE #1 Due
3	Jan. 31 ZOOM	<ul style="list-style-type: none"> Policy practice, implementation Affecting change The Legislative process Governmental policy process 	<ul style="list-style-type: none"> Rocha, Ch. 2: Essentials of the Planning Process Rocha, Ch. 8: Essentials of Legislative Policy Practice Karger & Stoesz Ch. 8 	Quiz #1 Due
4	Feb. 7	<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 	<ul style="list-style-type: none"> Dolgoft, R. & Feldstein, D. (2007). Understanding Social Welfare Policy: Ch. 3 Dolgoft, R. & Feldstein, D. (2007). 	CTE #2 Due

		<p>Policy</p> <ul style="list-style-type: none"> Two Ideological roots: Institutional vs. residual views of social welfare 	<p>Understanding Social Welfare Policy: Ch. 4</p> <ul style="list-style-type: none"> Dolgoft, R. & Feldstein, D. (2007). Understanding Social Welfare Policy: Ch. 5 <p>Supplemental Reading:</p> <ul style="list-style-type: none"> Karger & Stoesz Ch. 3 	
5	Feb. 14	<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"> The feminization of poverty The Working Poor People with disabilities Race & Poverty The Three Discoveries of Poverty Tax policy Housing policy 	<ul style="list-style-type: none"> Karger & Stoesz, Chapter 5 Karger & Stoesz, Chapter 9 Karger & Stoesz, Chapter 16 	Quiz #2 Due
6	Feb. 21 ZOOM	<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 People with disabilities Other current topics 	<ul style="list-style-type: none"> Karger & Stoesz, Ch. 4 	Policy Abstracts Due
7	Feb. 28	<i>Scheduled work day for policy abstracts</i>		CTE #3 Due <i>*Optional extra credit policy briefs due</i>
8	Mar. 7	<i>Scheduled work day for Social Work Day on the Hill Policy Poster Competition presentations</i>		<i>*Optional extra credit policy presentations due</i>
	Mar. 14	<i>Spring Break!</i>		
	Mar. 20 (Tuesday)	<i>NASW Social Work Day on the Hill</i>		<i>Students in the Middle TN area</i>

				<i>are encouraged to attend</i>
9	Mar. 21	<ul style="list-style-type: none"> • Politics of Food Policy and Rural Life • 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) 	<ul style="list-style-type: none"> • Karger & Stoesz Ch. 10 • Karger & Stoesz Ch. 11 • Karger & Stoesz Ch. 17 	CTE #4 Due Quiz #3 Due
10	Mar. 28 ZOOM	<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 	<ul style="list-style-type: none"> • Karger & Stoesz Ch. 12 	
11	Apr. 4	<ul style="list-style-type: none"> • Mental Health & Substance Abuse Policy • Mental Health Reform • History of Community Mental Health & Deinstitutionalization Prevention • Substance Abuse: history and services 	<ul style="list-style-type: none"> • Karger & Stoesz Ch. 13 	Final Policy Brief Due Quiz #4 Due
12	Apr. 11	<ul style="list-style-type: none"> • The US Criminal Justice System • Juvenile Justice Trends in justice reform and the future of criminal justice in America 	<ul style="list-style-type: none"> • Karger & Stoesz Ch. 14 	CTE #5 Due
13	Apr. 18 ZOOM	<ul style="list-style-type: none"> • History of child welfare • Contemporary issues in 	<ul style="list-style-type: none"> • Karger & Stoesz Ch. 15 	Quiz #5 Due

		child welfare <ul style="list-style-type: none"> Foster Care & Adoption 		
14	Apr. 25	<ul style="list-style-type: none"> Course wrap-up 		All Quizzes due by 10:59pm CST <i>*Optional CTE #6 Due</i>