THE UNIVERSITY OF TENNESSEE, KNOXVILLE
COLLEGE OF SOCIAL WORK

SW 510 – Social Work and Social Welfare Policy
Sections 007 and 008
3 credit hours
Spring 2019

Instructor  Dr. Jennifer Erwin, JD, MSW
Class Time  Live sessions – 5:30-6:30pm CST via Zoom on 1/16, 1/30, 2/13, 2/27, 3/13, 3/27, 4/10
Email       jerwin6@vols.utk.edu
Office Hours By appointment via Zoom

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, Knoxville Student Disability Services office 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, social problems, and client systems using local to international comparisons will be discussed. The use of justice, power, social construction and social work values and ethics in analyzing, influencing, developing, implementing, and advocating for policies and programs will also be covered.

The course establishes the connection between U.S. 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 of and orientation to the designs and functioning of social welfare policies, programs, and services in the U.S. Through their participation in this course, students will appreciate and learn the place and influence of social welfare policies in social work practice.

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, 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).

Required Text:

Other assigned readings and online material will be available on your Canvas course site.

Course Requirements and Expectations:
The course will include live lectures and class discussions during Zoom sessions, written assignments, discussion board postings, and quizzes. One text and outside readings are assigned. All outside readings will be available on the Canvas course site. You are expected to
complete the readings PRIOR to LIVE SESSIONS and should be prepared to discuss them in class and comment / participate in discussion board postings. In addition to assigned articles, you are encouraged to read independently from both professional journals and current news. Additional readings may be assigned during the course of the semester.

You are expected to actively participate in all Zoom classes and contribute to the development of a positive and supportive learning environment. The foundation of a positive learning environment is built through demonstrating respect by listening to others, attending live sessions, participating in class discussions, and sharing your thoughts and ideas. 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.

You are expected to respond to instructor feedback and/or requests in a timely manner. As this is an online class, your attendance and participation will be measured by your engagement in discussions and thorough consideration of course materials. You are encouraged to ask questions of one another and of the instructor. As the instructor, I will respond to emails within 24 hours, unless otherwise noted.

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.

Assignments – Late assignments will not be accepted unless prior approval has been granted. Keep in mind that graduate level work requires you to express your ideas and knowledge succinctly and clearly, therefore all papers are expected to be well-organized, grammatically correct, and follow APA guidelines.

Course Assignments:

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<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
<th>Related Course Competencies</th>
<th>Dimensions of Competencies</th>
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<tbody>
<tr>
<td>Quizzes 1-5</td>
<td>25%</td>
<td>1-4</td>
<td>Knowledge, Values</td>
</tr>
<tr>
<td>Policy Analysis &amp; Brief</td>
<td>40%</td>
<td>1-5</td>
<td>Knowledge, Skills, Values, Cognitive &amp; Affective Processes</td>
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<tr>
<td>Critical Thinking Exercises (CTEs) 1-5</td>
<td>25%</td>
<td>1-5</td>
<td>Knowledge, Skills, Values, Cognitive &amp; Affective Processes</td>
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<tr>
<td>Class Participation</td>
<td>10%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Quizzes (25%)
There will be 5 quizzes throughout the semester, located on Canvas. Each quiz will be open book and open note, but you are not allowed to discuss the quiz answers with your classmates. Each quiz will be open for 7 days, but once you open the quiz, you will have one hour to complete it. Quizzes are due by 11:59pm on the due date listed on Canvas. Any material posted on Canvas or in the readings can appear on the quizzes. Quizzes can be made up of multiple choice, short answer, true or false, and essays.

Policy Analysis & Brief (40%)
The purpose of this assignment is for you to identify how a current policy addresses a social problem and delivers services, to analyze the influence of the policy, and to develop recommendations to improve current policies and practice. You will choose one state level policy of interest and use the Karger & Storez framework for analyzing the policy. You will write a policy analysis section first, and this will serve as the basis for your policy brief. The policy analysis section should be no more than 10 pages and will not be graded, however you will submit it for review and feedback. More information about this assignment will be posted on Canvas.

Critical Thinking Exercises (CTEs) (25%)
You will write 5 critical thinking exercises (CTEs) demonstrating an understanding of a policy topic. These papers will be 3-5 pages in length (not including references or title page). The lowest grade will be dropped. Three topics will be required; you may select the topics for the final two CTEs. You may complete a 6th CTE to replace a lower grade, if you wish. CTEs are due by NOON CST on the following dates:

- CTE 1: January 23
- CTE 2: February 6
- CTE 3: February 27
- CTE 4: March 20
- CTE 5: April 10
- CTE 6: April 24 (optional)

CTEs are not a summary of the reading but should push you to think deeper about the topic and its implications (i.e., What do you agree or disagree with? What do you think the author’s goal was?). CTEs should include at least one paragraph that examines how the issue covered might particularly impact disadvantaged groups. At the end of each CTE, you will also submit one discussion question. The question should be open-ended, prompt discussion (not simply asking for facts to be recalled) and be relevant to the material.

You will be graded on:
- Your understanding of the material
- Critical evaluation of the material
- Key points and the effects on disadvantaged groups
- How the material informs social work practice

Class Participation (10%)
To earn full points for class participation, you are expected to attend all Zoom sessions (unless an absence has been approved prior to class), actively participate in Zoom sessions and any
discussion board postings, and promptly respond to any messages or requests made by the instructor.

**Extra Credit: Social Work Day on the Hill Policy Poster Competition (between 1 and 5 points)**
If you would like to earn extra credit, you can participate in the policy poster competition for Social Work Day on the Hill on in Nashville, TN (date is TBA, but usually around March 20th). You may work individually or partner with 2 or 3 other students. 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 and instructions will be posted on Canvas. Up to 5 extra credit points may be added to an individual’s final grade, depending on the quality of work completed.

**Final Grading:**
- A: 94-100
- A-: 90-93
- B+: 88-89
- B: 83-87
- B-: 80-82
- C+: 77-79
- C: 73-76
- C-: 65-72
- D: 64-61
- F: 60-0

**Class Schedule** (Instructor reserves the right to make changes to the syllabus and class schedule as needed, though any changes will be discussed with class in advance. Please see Canvas for the assigned readings and materials.)

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 0: 1/9</td>
<td>Classes start today, but we won’t meet until next week. Use this time to review the syllabus, Canvas site, and get a jump on the readings.</td>
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<tr>
<td>Week 1: 1/16</td>
<td><strong>Zoom Session</strong> Introductions; Course Overview What Is Social Welfare</td>
<td>Karger &amp; Stoesz (K&amp;S) Ch. 1 Week 1 Module</td>
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<td>Week 2: 1/23</td>
<td>Social Welfare Policy Analysis &amp; Change Social Justice</td>
<td>K&amp;S Ch. 2, 3 Week 2 Module</td>
<td>CTE #1 Due</td>
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<td>Week 3: 1/30</td>
<td><strong>Zoom Session</strong> Social Welfare History Poverty</td>
<td>K&amp;S Chs. 5, 9 Week 3 Module</td>
<td>Quiz 1 Due this week</td>
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<td>Week 4: 2/6</td>
<td>Social Welfare Reform</td>
<td>Week 4 Module</td>
<td>CTE #2 Due</td>
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<td>Week 5: 2/13</td>
<td><strong>Zoom Session</strong> Povery: TANF, SNAP, WIC, etc.</td>
<td>K&amp;S Ch. 16, 17 Week 5 Module</td>
<td>Quiz #2 Due this week</td>
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<td>Week 6: 2/20</td>
<td>Health Care Reform Medicaid &amp; Medicare</td>
<td>K&amp;S Ch. 12 Week 6 Module</td>
<td>CTE #3 Due</td>
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<td>Week 7: 2/27</td>
<td><strong>Zoom Session</strong> Policies Relating to Aging, Disabilities SSI, SSDI</td>
<td>K&amp;S Chs. 10, 11 Week 7 Module</td>
<td>Policy Analysis Due</td>
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<td>Week 8: 3/6</td>
<td>Policies Impacting Families</td>
<td>K&amp;S Ch. 15 Week 8 Module</td>
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<td>Week 9: 3/13 <strong>Zoom Session</strong></td>
<td>Policies Related to Mental Health &amp; Substance Abuse</td>
<td>K&amp;S Ch. 13 Week 9 Module</td>
<td>CTE #4 Due Quiz #3 Due this week</td>
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<td>Week 10: 3/20</td>
<td><strong>SPRING BREAK (3/18-3/22)</strong></td>
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<td>Week 11: 3/27 <strong>Zoom Session</strong></td>
<td>Policies Related to the Social Determinants of Health</td>
<td>Week 11 Module</td>
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<td>Week 12: 4/3</td>
<td>Policies Related to the Changing Demographics of the U.S.</td>
<td>K&amp;S Ch. 4 Week 12 Module</td>
<td>Final Policy Brief Due Quiz #4 Due this week</td>
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<tr>
<td>Week 13: 4/10 <strong>Zoom Session</strong></td>
<td>Policies Related to the Criminal Justice System and Reform</td>
<td>K&amp;S Ch. 14 Week 13 Module</td>
<td>CTE #5 Due</td>
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<td>Week 14: 4/17</td>
<td>Policies Related to the LGBTQ+ Population</td>
<td>Week 14 Module</td>
<td>Quiz #5 Due this week</td>
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<td>Week 15: 4/24</td>
<td>Course Wrap-Up / Catch-Up Day</td>
<td>Week 15 Module</td>
<td>Optional CTE #6 Due</td>
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