THE UNIVERSITY OF TENNESSEE, KNOXVILLE  
COLLEGE OF SOCIAL WORK  

SW 510 - Social Work and Social Welfare Policies and Programs  
Sections 004 and 010  
3 credit hours  
Spring, 2019  

Instructor:    Jeff McCabe, MSW, PhD                                       Phone:            n/a  
Class Time:   Monday evenings via Zoom (see below)  
Email: jmccabe5@vols.utk.edu  
Office Hours: Via Zoom or at the Knoxville campus upon Request  

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, problems, and client systems using local to international comparisons. The use of justice, power, social construction and social work values and ethics in analyzing, influencing, developing, implementing, and advocating for policies and programs.

The course establishes the connection between social welfare policy and social work practice. As such, first, the course critically analyzes the historic and contemporary contexts of social welfare. Particular emphasis is put on social workers’ roles as critical thinkers in affecting change. The influence of social policy on the holistic health and well-being of individuals, society and of social work practice is examined.

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

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

1. Analyze and synthesize historical and contemporary evidence-based data, theories, structures, and issues, around social problems and policies at micro, macro and mezzo levels (local including neighborhood, state, national, and international levels) including the use of various technologies to monitor legislative and regulatory activities and to communicate political messages.

5.1, 4.1, 3.2 (content: major social problems, theories for practice; social and economic injustice, violence, local, national and global poverty, oppression, and environmental issues and utilizing information technology for identifying same; identify policies designed to alleviate social problems; social, environmental and economic justice as a basis for understanding policy; history and background of social policy)

2. Analyze the informal and formal influence and the social construction of policy’s financial, organizational, administrative, and planning processes required to deliver
culturally responsive services and service systems. 2.1, 5.2 (content: services and programs for poor and vulnerable populations; policies and procedures in organization and their relationship to overarching local, state or national policies including access to technology by diverse groups including the poor and those who live in rural communities and culturally relevant services).

3. Identify issues in social welfare policy and social service delivery at the micro, mezzo and macro levels (agency, local including neighborhood, state, national and international levels, including the capacity to prevent or promote social, economic and environmental justice and access to services 3.2, 5.3 (content: identification of the interconnections between micro, mezzo and macro levels; how specific social welfare policies may prevent or promote social, economic and environmental justice).

4. Analyze social welfare and economic policies and how they impact delivery of and access to social services, the ethics of the profession, and at-risk populations, and begin to develop policy practice intervention skills with policies, programs, and service delivery systems to advocate and advance basic human rights at the individual and system levels (micro, mezzo, macro) and social, environmental and economic justice. 1.1. 7.1, 7.3 (content: how policy is implemented and developed; how to analyze policy; use of policy practice change strategies to advocate for policy change at the individual and system levels (micro, mezzo and macro) for social, environmental and economic justice; how to assess policy adherence to social work values and ethics).

5. Prepare and present effective, professional, verbal, and written analyses, policy briefs, and proposals to stakeholders. 1.3, 1.4, 5.2 (content: analyze policy using policy analysis frameworks; be able to write policy briefs; utilize debate; write proposals for policy change).

**Meeting Time and Place:** The class will meet online via Zoom on the following Mondays from 6:30 p.m. – 7:30 p.m. Central Time (The start and end times may be flexible based on the needs of the class): January 14, January 28, February 11, February 25, March 11, March 25 (if needed), April 8, April 22.

**Faculty Contact Information**
My email address, jmccabe5@vols.utk.edu, is the preferred method of contact. Individual Zoom video meetings are also available for any concerns that cannot be answered via email. I am available to meet at the Knoxville campus for any students who live in the Knoxville area. Please allow up to 24 hours for an email response from Monday through Friday, and up to 48 hours for a response on Saturday and Sunday. Any message sent after 5:00 p.m. cannot be guaranteed a response until after 9:00 a.m. the following morning. Send a second email if you have not heard back from me after 48 hours. Any message sent through Canvas will be responded to via the Vol Mail system.

Please use professional writing etiquette when sending or replying to any email. This means using a greeting that includes my name and has your name at the end. Write in full sentences, spell
Dear Student,

The purpose of this Campus Syllabus is to provide you with important information that is common across courses at UT. Please observe the following policies and familiarize yourself with the university resources listed below. At UT, we are committed to providing you with a high-quality learning experience. I want to wish you the best for a successful and productive semester.

- Dr. David C. Manderscheid, Provost and Senior Vice Chancellor

UNIVERSITY CIVILITY STATEMENT – [http://civility.utk.edu/](http://civility.utk.edu/)

“Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, gracious-ness, cordiality, affability, amiability and courteous-ness. 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.”

EMERGENCY ALERT SYSTEM – [http://safety.utk.edu/](http://safety.utk.edu/)

The University of Tennessee is committed to providing a safe environment to learn and work. When you are alerted to an emergency, please take appropriate action. Learn more about what to do in an emergency and sign up for UT Alerts. Check the emergency posters near exits and elevators for building specific information.

In the event of an emergency, the course schedule and assignments may be subject to change. If changes to graded activities are required, reasonable adjustments will be made, and you will be responsible for meeting revised deadlines.

ACADEMIC INTEGRITY

Each student is responsible for his/her personal integrity in academic life and for adhering to UT’s Honor Statement. The Honor Statement reads: “An essential feature of the University of Tennessee, Knoxville 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.”
YOUR ROLE IN IMPROVING THE COURSE THROUGH ASSESSMENT

At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

STUDENTS WITH DISABILITIES – [http://sds.utk.edu](http://sds.utk.edu)

“Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Student Disability Services (SDS) at 865-974-6087 in 100 Dunford Hall to document their eligibility for services. Student Disability Services will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.”

ACCESSIBILITY – [http://accessibility.utk.edu/](http://accessibility.utk.edu/)

UT values accessibility for everyone in our community and has expressed this value in system-wide policy. All communications, learning material, and technology at UT should be accessible. For more information about accessibility including the full policy and opportunities for training, visit the UT accessibility webpage.


The Student Counseling Center is the university’s primary facility for personal counseling, psychotherapy, and psychological outreach and consultation services.

The Center for Health Education and Wellness manages 974-HELP, the distressed student protocol, case management, the Sexual Assault Response Team, and the Threat Assessment Task Force.

Textbook:


This book is required. Students are able to purchase the paper or electronic version of the book. The paper or electronic version of the book can be rented instead of purchased.


(Optional, but a helpful resource to have)

Required Equipment:

A computer, tablet, or phone with a webcam is the preferred method for participation in the live Zoom sessions. Other options for Zoom participation are without a webcam or via telephone.
Course Resources:
The class will rely primarily on Canvas for module materials, class communication, and turning in assignments. Become familiar with Canvas and ask questions about the functionality of the Canvas site as they arise.

Stephen Milewski is the librarian for the College of Social Work located at Hodges Library on the Knoxville campus. Questions regarding how to locate research material for class assignments can be asked of the librarian
https://libguides.utk.edu/socialwork?_ga=2.243413765.109936575.1544201308-435107684.1544201308

The Writing Center: The University of Tennessee English Department operates the Writing Center to assist students with reviewing the structure of a paper and the proper use of citations. Appointments are scheduled through the website utk.mywconline.com

APA citation resources are available at the beginning of the modules section of Canvas

Course Requirements, Assessments, and Evaluations:
Points for attendance are not awarded based on attending the Monday night Zoom classes. Posting each week to the discussion board is how points will be awarded in place of required attendance for the Zoom sessions. A recording of Monday night classes held via Zoom will be recorded and posted online for students to view within 24 hours upon completion of the class.

Major Assignments and Exams

- **Policy Brief Proposal (15 points):** Students will develop a list of bullet points that address the following topics, in at least one, but no more than three pages (a) Policy/problem definition (b) Policy scope including demographic data (c) History of the policy (d) Underlying values of the policy (e) Economic, political or social forces affecting the policy (f) Key interest groups, stakeholders and targets (g) Advocacy efforts and coalition building efforts (h) Unintended or unforeseen consequences of the policy (i) Policy development and evaluation--------The intent of the bullet points is to have a preliminary draft that will be used to offer feedback on the topic used for the policy brief assignment. Topics can be a social welfare policy issue at the local, state, or federal level of government. **The final version of the paper must be uploaded to Canvass by 11:59 p.m. on 01/28/19** Course competencies measured: 1, 2, 3, 4, 5; Dimensions of measurement: Knowledge, values, skills

- **Know Your Elected Officials and Policy Analysis (15 points):** Students are to identify seven national and state elected officials (POTUS, U.S. Senators, U.S. Representative, Governor, State Senator, State Representative) who represent the geographic location
where you currently reside. In identifying the elected officials, provide at least five bullet points with information that may determine how the elected official could develop or vote on social welfare policy issues.

For the policy analysis portion, select a piece of proposed or enacted legislation that the elected official had a role in the proposal or passage of. Use the piece of proposed or enacted legislation, address in one to two paragraphs for each: (a) Who is affected and who is impacted (data and demographics) (b) Social values involved in the social problem (c) The source(s) of the social problem (d) Scope of the problem (dimension of the problem within a larger context)(e) Target of the problem (f) Any health determinants associated with the social problem (g) Disparities and inequality associated with the social problem. The final version of the paper must be uploaded to Canvass by 11:59 p.m. on 02/25/19

Course competencies measured: 1, 2, 3, 4, 5; Dimensions of measurement: Knowledge, values, skills, cognitive and affective processes

- **Policy Period Research Paper (30 points):** Students will choose to focus on the policies enacted during either the New Deal and Second New Deal period, the Great Society, or Great Recession. The paper will start with a 1-2-page introduction that explains what brought rise to the selected period of policy making and who were the influential policy makers of the time period. An analysis that is 2-3-pages in length will then detail any policies that were either considered or enacted during the time period selected. The final section will be 1-2-pages in length that considers how you see the policies that were enacted during the selected time period are currently impacting the client system(s) you are working with through your employment or field placement. This analysis can be how the policies are either benefitting or creating a hardship for the client system(s). A minimum of seven articles from peer-reviewed journals must be used for this paper. Sources that are not peer-reviewed can be used in addition to, but not as a substitute for, the seven peer-reviewed sources. The final version of the paper must be uploaded to Canvass by 11:59 p.m. on 04/01/19

Course competencies measured: 1, 2, 3, 4, 5; Dimensions of measurement: Knowledge, values, skills, cognitive and affective processes

- **Policy Brief (25 points):** This assignment is a continuation of the bullet points submitted earlier in the semester with students, this time, writing a 2-4-page policy brief. A policy brief is a focused discussion of an action to achieve intentional and purposeful movement. This discussion should include the best available data or evidence to support a devised policy or range of policy options, and a narrative analysis that considers the impact of a proposed policy (Wong, S., Green, L., Bazemore, A., Miller, B., Fogarty, Colleen T., & Mauksch, L, 2017). Topics must stay the same as the bullet points unless prior approval was given to change the topic. Sections to consider including are (a) Defining the problem (b) Stating the policy (c) Making your case (d) Discussing the impact. Examples and additional information about policy briefs are available in the modules section of Canvas. The final version of the paper must be uploaded to Canvass by 11:59 p.m. on 05/05/19

Course competencies measured: 1, 2, 3, 4, 5; Dimensions of measurement: Knowledge, values, skills

- **Discussion Board (15 points):** Students are required each week to make two original posts in response to at least two of the module items for the week and respond to at least one post from one other student (three total posts for each week). The posts are in response to
the readings podcast(s), and video(s) for the week. One of your posts must include outside information to support the case you are trying to make that is related to social welfare policy. Some examples of outside sources can include academic journals, newspapers, magazines, or your work/field placement. Ask if you are uncertain about the outside source you want to include for the week. Each student will have a total of three posts for each week.

Posts to the discussion board are **due each Sunday by 11:59 pm Eastern Time starting in Week 2.** The 15 points are awarded at the end of the semester by having posted on time each week throughout the duration of the semester. Partial points will not be awarded in situations where posts were not made or made late for any week. Students must contact the instructor in advance of the weekly deadline if individual circumstances prevent an on-time submission.

Course competencies measured: 1,2,3,4,5,6; Dimensions of measurement: Knowledge, values, skills

**APA Format Style:** All papers must adhere to the guidelines set forth in the *Publication Manual of the American Psychological Association, 6th Edition.* This applies to all aspects of the paper including, not but not limited to, the title page, double spacing at the end of sentences, in-text citations, page headers, correct use of numbers, and bibliography. Points will be deducted from papers with incorrect use of APA style. Ask if you need resources for how to correctly apply APA style to your paper.

**Late Paper Policy:** All assignments for the semester are due by the dates outlined in the syllabus unless a prior arrangement is made between the student and instructor. No late assignments will be accepted for partial credit. These means that all points for an assignment are lost for any late assignment that is not preapproved by the instructor. Students are responsible for notifying the instructor if an emergency situation might require an extension.

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**Grading:**

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<thead>
<tr>
<th>Grade</th>
<th>Points Needed Out of 100</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
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<td>A-</td>
<td>90-94</td>
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<td>B+</td>
<td>87-89</td>
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<td>B</td>
<td>83-86</td>
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<td>B-</td>
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<td>C+</td>
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<td>Topic</td>
<td>What needs completed</td>
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<td>Week 3</td>
<td>January 21-27</td>
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<tr>
<td>Discrimination in American Society</td>
<td>Karger &amp; Stoesz Chapter 4</td>
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The Challenges Faced by Americans with Disabilities, 25+ Years After The ADA Was Passed
https://www.youtube.com/watch?v=L_vH_LbS4oQ

ABC15 uncovers surprise about group sweeping Valley with ADA lawsuits
https://www.youtube.com/watch?v=D60we_4VZGY

Bittersweet Harvest: The Bracero Program 1942-1964 New exhibit at The Putnam Museum
https://www.youtube.com/watch?v=HDEraOSb3qw


<table>
<thead>
<tr>
<th>Week 4</th>
<th>January 28-February 2</th>
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<tbody>
<tr>
<td>Poverty in America</td>
<td>Zoom Class 01/28</td>
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Karger & Stoesz Chapter 5


Stockton's Next Chapter [https://www.comstocksmag.com/qa/stocktons-next-chapter](https://www.comstocksmag.com/qa/stocktons-next-chapter)

Do minimum wage increases actually help the poor? [https://www.youtube.com/watch?v=_S0KeeGO660](https://www.youtube.com/watch?v=_S0KeeGO660)


<p>| Policy brief proposal due 01/28/19 by 11:59 p.m. EST in Canvas |</p>
<table>
<thead>
<tr>
<th>Week 5</th>
<th>February 4-10</th>
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<tbody>
<tr>
<td>The Voluntary Sector Today &amp; Privatization and Human Service Corporations</td>
<td>Karger &amp; Stoesz Chapter 6 &amp; 7</td>
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<td>Private prisons help with overcrowding, but at what cost? <a href="https://www.youtube.com/watch?v=XOfrk_Km-7k">https://www.youtube.com/watch?v=XOfrk_Km-7k</a></td>
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<tr>
<th>Week 6</th>
<th>February 11-17</th>
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<tbody>
<tr>
<td>The Making of Government Policy</td>
<td>Karger &amp; Stoesz Chapter 8</td>
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| Week 7  
February 18-24  
Tax Policy and Income Distribution | Karger & Stoesz Chapter 9  
The new tax bill’s winners and losers | Consumer Reports  
https://www.youtube.com/watch?v=VFyNNyA_qQA  
| Week 8  
February 25- 
March 3 | Social Insurance Programs  
Zoom Class 02/25 | Karger & Stoesz Chapter 10  
Advantages of SSDI Over SSI. Retrieved from https://www.youtube.com/watch?v=QUX7E430ZAU  
How many credits do you need to qualify for the Social Security Benefits? https://www.youtube.com/watch?v=VIB2jPAOreA  
|---|---|---|
| Week 9  
March 4-10 | Public Assistance Programs | Karger & Stoesz Chapter 11  
<table>
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<tr>
<th>Week 10</th>
<th>March 11-17</th>
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<tbody>
<tr>
<td>The American Health Care System</td>
<td>Karger &amp; Stoesz Chapter 12</td>
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<tr>
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<td>Future for TennCare work requirements could be in jeopardy. Retrieved from</td>
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<td>Week 11</td>
<td>March 18-24</td>
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<td>NO CLASS---SPRING BREAK</td>
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<th>Week 12</th>
<th>March 25-31</th>
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<tr>
<td>Mental Health and Substance Abuse Policy &amp; Criminal Justice</td>
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<td>03/25 Zoom Class</td>
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<td>Karger &amp; Stoesz Chapter 13 &amp; 14</td>
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<td>Week 13</td>
<td>April 1-7</td>
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<tr>
<td>Week 14</td>
<td>Introduction to the Adoption and Safe Families Act (ASFA) expanded discretion law. Retrieved from <a href="https://www.youtube.com/watch?v=gGfMQI-07aE">https://www.youtube.com/watch?v=gGfMQI-07aE</a></td>
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<tr>
<td>April 8-14</td>
<td>Investing in Ohio’s families and futures. Retrieved from <a href="https://www.youtube.com/watch?v=nejYwxmX-RY&amp;showinfo=0&amp;controls=2&amp;rel=0">https://www.youtube.com/watch?v=nejYwxmX-RY&amp;showinfo=0&amp;controls=2&amp;rel=0</a></td>
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<tr>
<td>Housing Policies</td>
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<tr>
<td>04/08</td>
<td>Karger &amp; Stoesz Chapter 16</td>
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<tr>
<td></td>
<td>Boise considering options after court ruling on homeless. Retrieved from <a href="https://www.youtube.com/watch?v=NEbIsuKye74">https://www.youtube.com/watch?v=NEbIsuKye74</a></td>
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<tr>
<td></td>
<td>&quot;The Walmart of Heroin&quot;: How a Philadelphia neighborhood became a case study in America's opioid. Retrieved from <a href="https://www.youtube.com/watch?v=gBYAshnY88U">https://www.youtube.com/watch?v=gBYAshnY88U</a></td>
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<tr>
<td></td>
<td>Martin, L. Why does random chance decide who gets housing subsidies? Retrieved from <a href="https://www.npr.org/2016/05/03/476559490/why">https://www.npr.org/2016/05/03/476559490/why</a></td>
</tr>
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</table>
Week 15  
April 15-21  
The Politics of Food Policy and Rural Life

Karger & Stoesz Chapter 17


'It could save our farm': Dairy farmers react to new NAFTA deal between U.S. and Canada. Retrieved from https://www.youtube.com/watch?v=FhAcNcnK9AY

What is the farm bill and why does it matter? https://www.youtube.com/watch?v=P4mQyUOE_z0

Sugar-sweetened drinks as the new tobacco: examining potential harms of a sugar tax. [Podcast] Retrieved from https://soundcloud.com/cmajpodcasts/170379-ana


McGreal, C. (2018). Where even Walmart won't go: how Dollar General took over rural America. The


Week 16
April 22-28
The American Welfare State in International Perspective
04/22 Zoom Class
Karger & Stoesz Chapter 18
U.S. poised to fall short of reaching annual refugee cap. Retrieved from https://www.youtube.com/watch?v=9Ra6Mkkew_Y

Policy Brief due 05/05/19 by 11:59 p.m. EDT in Canvas
Foreign aid: who gives the most, and where does it go? Retrieved from https://www.youtube.com/watch?v=0tCPl0veqvc

The instructor reserves the right to revise, alter or amend this syllabus as necessary. Students will be notified in writing/email of any such changes.