THE UNIVERSITY OF TENNESSEE, KNOXVILLE
COLLEGE OF SOCIAL WORK
SW 510 - Social Work and Social Welfare Policies and Programs
Section 009 | CRN # 29506
3 credit hours
Spring, 2019

Instructor: Stephen V. McGarity, Ph.D.
Phone: 615.782.6150
Class Time: Mondays, 1:00pm-4:00pm CST
Email: mcgarity@utk.edu
Office Hours: Monday, 12:00pm-1:00pm (or 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, 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 that emphasizes key professional competencies, such as: diversity; justice; critical thinking; and evidence-based practice. Using a comparative framework, we will examine organizational, community, and legislated policies related to social issues, problems, and client systems. Additionally, we will interrogate the use of justice, power, social construction, and social work values 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, 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 social work practice is also 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 policies.

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

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; and 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).

Basic Needs Security
Facing challenges to accessing basic needs can make learning stressful. Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the UTK Dean of Students for support. You can email the Dean of Students at dos@utk.edu or call 865-974-HELP for assistance. Furthermore, please notify the professor if you are comfortable in doing so. This will enable him to provide any resources that he may possess.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point range</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>B+</td>
<td>90-94</td>
<td>Very Good – Student consistently meets and occasionally exceeds normal expectations for the course.</td>
</tr>
<tr>
<td>Grade</td>
<td>Percentage Range</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
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</tr>
<tr>
<td>B</td>
<td>85-89</td>
<td>Good – Student consistently meets normal expectations for the course.</td>
</tr>
<tr>
<td>C+</td>
<td>80-84</td>
<td>Average – Unevenness in grasping course content. Student is inconsistent in meeting the normal expectations for the course.</td>
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<tr>
<td>C</td>
<td>70-79</td>
<td>Poor - There is a lack of understanding of course content. Student does not meet course expectations.</td>
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<tr>
<td>F</td>
<td>69 or below</td>
<td>Very Poor – There is a lack of attendance or incomplete or unacceptable assignments. Course expectations are not met.</td>
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**Course Requirements:**
One text and some outside readings are assigned. All outside readings will be available on Canvas. Students are expected to participate in class in an active and involved manner. Students are expected to complete the readings **PRIOR to CLASS** and should be prepared to discuss them in class. In addition to assigned articles, students are encouraged to read independently from both professional journals and current news. Additional readings may be assigned during the course of the semester.

The course will include lectures, class discussions, and class exercises. Students are expected to actively participate in class. All written assignments should be double-spaced and sources should be documented and referenced using APA format.

**Required Course Readings:**
- Other readings will be available on Canvas.

**Assignments and Grading Distribution:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
<th>Related Course Competencies</th>
<th>Dimensions of Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Quizzes (4)</td>
<td>10%</td>
<td>1-5</td>
<td>Knowledge</td>
</tr>
<tr>
<td>Critical Thinking Exercises (4)</td>
<td>10%</td>
<td>1-5</td>
<td>Knowledge, Values, Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Group Policy Analysis Presentation and Brief</td>
<td>40%</td>
<td>1-5</td>
<td>Knowledge, Values, Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Social Policy Podcast</td>
<td>30%</td>
<td>1-5</td>
<td>Knowledge, Values, Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Professionalism</td>
<td>10%</td>
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**Late Assignment Policy:**
Written assignments are expected to be submitted on their specific due date. Any assignment NOT submitted on the specified due date is subject to a penalty of three (3) points per day until the assignment is turned in. Any assignment that is more than 5 days overdue will not be accepted. No quizzes will be accepted after 11:59 PM Central on April 29th.

Assignment Descriptions:

1) Reading Quizzes (10%)

- All quizzes are located under the page “QUIZZES” on Canvas. There are 4 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.** The quiz will be timed and you have 1 hour to complete each one. **Once you open a quiz, you must complete the quiz within 1 hour.**
- Quiz 1 will cover Units 1-3; Quiz 2 will cover Units 4-6; Quiz 3 will cover Units 7-9, Quiz 4 will cover Units 10-12.
- Quizzes will be open for the whole semester and you may take them at any time up until 11:59pm CT on April 29, 2019.

2) Critical Thinking Exercises (CTEs) (10%)

- Students will write four 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. Three paper topics will be required, and students will able to select the topics for their final paper from a list that will be provided. If students wish, they may complete a 5th 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 28th
  - CTE 2: February 18th
  - CTE 3: March 11th
  - CTE 4: April 8th

3) Policy Analysis Presentation and Brief (40%)

- The goals of this assignment are for you to identify how the current policy addresses social problem and deliver services, to analyze the influences of the policy, and then to develop the recommendations to improve current policies and practices.
- Your group will choose one STATE LEVEL policy/issue interest and will use the Karger and Stoesz framework for analyzing policy to first create a policy analysis presentation (PowerPoint, Prezi, etc.). The presentation should be no longer than 30 minutes. More detailed instructions, and a grading rubric can be found under “Policy Analysis Presentation” in your course site.
- You will submit a brief abstract or outline about your policy presentation at your February 11th class. 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 presentation.
Your group presentation will be the foundation for your policy brief. Your policy brief will align with your presentation, 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, and a grading rubric can be found under “Policy Brief” in your course site.

The group presentations and briefs will be due during the weeks of February 25th and March 4th.

Group members will submit an individual group evaluation form outlining 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 level work.

The practice of policy is inherently a group process and to conduct effective policy practice, one must participate in a group process. Therefore, 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 member may receive an automatic zero for the project.

NOTE: Groups from the two Nashville policy courses will be evaluated on their presentations and briefs by a panel of professors and will compete to be chosen to present their policy analysis at Social Work Day on the Hill (SWDOH). The chosen group will then develop a poster to accompany their brief and presentation. For this extra time and work, the chosen group will receive 5 points of extra credit added to their final grade.

4) Social Policy Podcast (30%)

The goal of this assignment is to push you to creatively express and organize policy ideas with a high degree of effectiveness using digital media.

Working in groups of 3, you will produce a 10- to 15-minute podcast on a national policy issue that incorporates all that you have learned in the course, but goes further than simple policy analysis.

Each podcast must incorporate sound effects, intro music, narration, interviews (first hand opinions or expertise), and ambient noise to weave a compelling narrative around your chosen policy.

There will be nothing to buy for this assignment, as all podcasting tools used are either free or readily available. There will be some lessons in class on how to produce podcasts, how to use digital podcasting tools, how to find copyright-free music, how to conduct interviews for podcasting, etc.

There is a detailed assignment description and a grading rubric available on Canvas under the section “Policy Podcast.”

Group members will submit an individual group evaluation form outlining 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 level work.

5) Professionalism Policy (10%):

Professionalism is the expectation that you will abide by the professional standards dictated by the official organizations that guide social work practice. Broadly speaking, the expectations for professionalism in this course include the following expectations: students will behave in an ethical manner; familiarize yourself with, and abide by, the University of Tennessee policies which govern your position as a student in the College of Social Work; treat all those with whom you interact in a collegial, respectful, and professional manner; and familiarize yourself with, and abide by, the additional regulations that govern this
course, as detailed throughout this syllabus. Examples of actions that constitute professionalism in this course include, but are not limited to, responsibilities such as: arriving to class on time; attending mandatory components of the course; engaging in professional communication; reading assigned materials; completing assignments on time; and coming prepared to participate in class discussions. Incidents of unprofessional behavior will be documented and assessed in your final overall grade.

**Course Outline**

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Readings*</th>
<th>Assignments</th>
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</table>
| Jan. 14 | • Course overview: Review syllabus, class assignments, required texts, assigned readings, academic integrity.  
 • Understanding the social work Code of Ethics  
 • APA style and writing resources  
 • Finalize policy project groups | 1) Syllabus  
 2) Online course site  
 3) NASW Code of Ethics | Review the syllabus, online course site, and NASW Code of Ethics. Be ready with questions before class. |
| Jan. 28 | • In the news  
 • 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  
 • Historical policy making social work figures (Harry Hopkins, Edith Abbott, Jane Addams, Frances Perkins) | 1) Karger & Stoesz Ch. 1  
 2) Karger & Stoesz Ch. 2  
 3) Additional reading(s) posted on Canvas | CTE #1 Due |
| Feb. 4  | • In the news  
 • Policy practice, implementation and advocacy  
 • Affecting change  
 • The legislative process  
 • Governmental policy process  
 • *The Promise* podcast | 1) Karger & Stoesz Ch. 8  
 2) Additional reading(s) posted on Canvas |  |
| Feb. 11 | • In the news  
 • History of social welfare policy | 1) Karger & Stoesz Ch. 3  
 2) Additional reading(s) posted on Canvas | Policy project abstracts/outline due |
Two ideological roots: Institutional vs. residual views of social welfare

Feb. 18
- In the news
- Historical trends in American society: Issues of discrimination & oppression
- Poverty and vulnerable populations
  - The feminization of poverty
  - The working poor
  - People with disabilities
  - Race & poverty

Feb. 25  | *Group Policy Project Presentations*  
Mar. 4   | *Group Policy Project Presentations*  
Mar. 11  | *Guest speaker: Michelle Brannen from the UTK Library (will discuss how to create a polished podcast)*  
         | In the news
         | Contemporary social trends Affecting social welfare: issues of discrimination & oppression
         |   - GLBTQ Population
         |   - Immigration
         |   - Aging Population
         |   - Other current topics

Feb. 25  | **CTE #2 Due**  
         | 1) Karger & Stoesz, Chapter 5  
         | 2) Additional reading(s) posted on Canvas
Mar. 4   | **Policy presentations and Brief due**
Mar. 11  | **Policy presentations and Brief due**
Mar. 18  | *Spring Break!!!*
Mar. 25  | *NASW Social Work Day on the Hill*  
         | All students are required to attend SWDOH on March 27th in lieu of class.
         | Students are expected to bring copies of their policy briefs, attempt to contact legislators and attend legislative committee sessions, as well as participate in SWDOH program activities.
         | **SWDOH attendance required**
April 1  | *Guest speaker: Meribah Knight from Nashville Public Radio*  
         | In the news

Mar. 25  | **CTE #3 Due**  
         | 1) Karger & Stoesz, Ch. 4  
         | 2) Additional reading(s) posted on Canvas
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<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Due Date</th>
</tr>
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</table>
| Apr. 8 | Social insurance programs, U.S. social policies and programs for senior and disabled citizens, Social Security (OASDI), Unemployment, Workers compensation, Public Assistance Programs, U.S. Social policies and programs for the poor, AFDC, Nutritional programs: SNAP, WIC, Medicaid, housing, Supplemental Security Income (SSI) | 1) Karger & Stoesz, Ch. 12  
2) Additional reading(s) posted on Canvas | CTE #4 Due |
| Apr. 15| In the news, The American healthcare system, Who are the uninsured?, Medicare, Medicaid, Reforming US healthcare, Healthcare: An international perspective | 1) Karger & Stoesz, Ch. 13 | |
| Apr. 22| In the news, Mental health & substance use policy, Mental health reform, History of community mental health & De-institutionalization, Substance use: history and services | 1) Karger & Stoesz, Ch. 14  
2) Karger & Stoesz, Ch. 15 | Social Policy Podcast Due |
| Apr. 26| Course wrap-up | | All quizzes due by 10:59pm CST |