

**THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK
(BSSW PROGRAM)
Fall 2003
SW 416 -- Social Welfare Policies and Issues
(3 credit hours)**

Instructor:	Stan L. Bowie, Ph.D.	Class Time:	T/R: 9:40-10:55
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BSSW PROGRAM MISSION

The BSSW program at the University of Tennessee exists to fulfill a need for disciplined, highly educated and trained generalist social workers to help people improve their social functioning in a technologically complex, culturally diverse, and rapidly changing society. There is a focus on the reciprocal relationships between persons and their environments. Social workers are doers; they are problem-solvers who are able to intervene in multiple-level systems and perform various professional roles. Their actions are guided and informed by a broad knowledge-base, code of ethics, and professional values. Social workers are educated and trained to do things right as well as to do the right thing.

The mission of the BSSW Program is to develop generalist social workers who are strategic thinkers, life-long learners, and opinion shapers. The knowledge-base, skills, and values necessary for generalist practice are taught in an environment that fosters professional development and prepares students for critical thinking throughout their careers. We are dedicated to preparing practitioners for the challenges of the twenty-first century. Since the amount of knowledge doubles approximately every five years, what is taught today may soon be obsolete. Our challenge, therefore, lies in the on-going development and implementation of a curriculum that prepares and energizes students for generalist practice today and in the future.

PROGRAM GOALS

Provision of education and training that enable students to become generalist social work practitioners who:

1. are committed to advancing social and economic justice and the principles, values, and ethics that guide the social work profession
2. are grounded in systems theory and operate within a person-in-the-environment framework
3. use the problem-solving process to intervene in multiple-level client systems

4. have an understanding of human diversity and special populations that informs practice interventions
5. use critical thinking, evaluative, and leadership skills to address the needs of a complex, changing society and
6. are committed to continuous development of professional self

Catalog Description: Policy formulation processes, policymakers in systems and policy-related role expectations. Emphasis on utilizing an analytical framework and social change efforts. Prereq: Full progression. Coreq:480.

Extended Description: In this course we will emphasize a major function of social work practice, "contribution to the development and modification of social policy." Policy; be it made by legislative bodies (federal, state, local), executives or government, judicial decisions, public administrative agencies, professional associations, directors and practitioners in social resource systems, or consumer groups, has a profound impact on practice in terms of what and how much is available, who the recipients are, and the delivery of social welfare services. As front-line workers, baccalaureate social workers are in a position to encounter dysfunctional policies, to call attention to these problems, to assist those who are in a position to facilitate change, and to formulate policy which is congruent with the mission of the profession. Social welfare policy is a vital concern and a critical part of practice, and if ignored, decisions which impact practice and the social well-being of others can be rendered by those who are ill-informed.

The course assignments, readings, and discussion content will routinely and deliberately place special emphasis on diversity issues in social work and social welfare, populations-at-risk, social and economic justice, and leadership development by social work students and social work practitioners.

COURSE OBJECTIVES

The objectives of this course are to provide the student opportunities and the environment to understand and analyze:

1. that policy emerges from the influence of values, knowledge and experience;
2. the importance and the relationship of social welfare policy to social work practice;
3. the knowledge and skills necessary to influence, formulate, and evaluate policies that concern generalist social workers;
4. action strategies regarding policies that deny equal treatment and social equity to those assigned to minority status;
5. the importance of utilizing research findings and documentation in proposing

policy implementation and reform.

BEHAVIORAL OBJECTIVES

As a result of actively participating in this course the student should be able to:

1. define social welfare policy and to discuss this concept in terms of who makes social welfare policy, where it is made, and how it is made;
2. discuss the relationship between social welfare policy and baccalaureate social work practice;
3. identify major systems of resources utilized in generalist practice and some policies that guide these resources;
4. discuss stages of policy formulation and identify points of intervention for generalist practitioners;
5. identify sources of knowledge regarding policies developed in various resource systems;
6. articulate gaps and/or problems in existing social welfare policies and in social welfare programs;
7. identify and utilize a framework for policy analysis as well as actively participate in influencing and shaping policy.
8. list strategies which are appropriate to baccalaureate level practice that may influence policymakers on behalf of people in need;
9. articulate how baccalaureate social workers are in a position to formulate policy.

Required Textbooks:

Midgley, J., Tracey, M.B., & Livermore, M., Eds. (2000). *The handbook of social policy*. Thousand Oaks, CA: Sage.

McInnis-Dittrich, K. (1994). *Integrating social welfare policy and social work practice*. Pacific Grove, CA: Brooks/Cole.

American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Required Readings On Reserve in the Hodges Library:

Bowie, S., Stepick, C.D., & Stepick, A. (2000). Voices from the welfare vortex: A descriptive profile of urban, low-income African American women on the eve of

devolution. In L.G. Nackerud, & M. Robinson (Eds.), *Early implications of welfare reform in the southeast* (91-111). Hunting, NY: Nova Science Publishers.

Devore, W., & Schlesinger, E.G. (1999). The ethnic reality. In W. Devore and E.G. Schlesinger, *Ethnic-sensitive social work practice* (5th ed) (pp. 21-63). Needham Heights, MA: Allyn and Bacon.

Jansson, B.S. (1997). *The reluctant welfare state. American social welfare policies: Past, present, and future* (3rd ed.).Grove, CA: Brooks/Cole.

Schwartz, B.N., & Disch, R. (1970). The cost of racism, The historical roots of racism, The present crisis. In B.N. Schwartz, & R. Disch, (Eds.), *White racism: Its history, pathology and practice* (pp. 1-66). New York: Dell Publishing.

SEMESTER TIMETABLE

WEEK MAJOR DISCUSSION TOPICS ()**

#1, Aug 21 **Introductions
 **Overview of course and assignments
 **Debate group assignments

#2, Aug 26 **Social welfare policy context and definitions
 Aug 28 **Outgroups, deficit/non-deficit perspectives, and social welfare policy
 **Social problem definitions
 **Contextual factors in social welfare policy
 **Moral dilemmas in social welfare policy

Reading Assignment:

Midgley et al. pp. 3-26, "The Definition of Social Policy"
 And "An Overview of American Social Policy"

#3, Sept 2 **From the "Great Society to the War on Terrorism: A 4-Decade Review
 of
 Sept 4 American Social Welfare Policy

Reading Assignment:

Midgley et al. pp. 127-142, "Social Policy and the Great
 Society"
 pp. 143-153, "Social Policy: Reagan and

Jansson Beyond”
 pp. 225-235, “Outgroups in the 1960s;”
 “Women;” “Gay Men and Lesbians;” “Latinos,
 Native Americans, and Asian Americans;”
 “People of Color in the Urban Ghettos.”
 pp. 259-263, “Outgroups in the 1970s”
 pp. 341-344, “Outgroups;” “Affirmative Action;”
 “Immigration;” “Child Welfare;” “Women;” “Gay
 Men and Lesbians”

#4, Sept 9 **Resource Systems, Program Structures, and Economic Dimensions of
 Social
 Sept 11 Welfare Policy

Reading Assignment:

McGinnis-Dittrich pp. 62-81, “The Current Social Welfare System:
 A Patchwork of Programs”
Midgley et al. pp. 27-39, “Economic Dimensions of Social
 Policy”

#5, Sept 16 **Policy Practice, Skills, Tasks and Formulation
 Sept 18

Reading Assignment:

McGinnis-Dittrich pp. 82-97, “Developing Social Welfare Policy: A
 Political Process”
Midgley et al. pp. 53-63, “Policy Practice”

#6, Sept 23 **The Environmental Context of Social Service Agencies
 Sept 25

Reading Assignment:

McGinnis-Dittrich pp. 16-37, “Implementing Social Welfare: The
 Internal Environment of the Social Service
 Agency”
 pp. 39-60, “The External Environment of Social
 Service Agencies”

-#7, Sept 30 **The Problem-Solving Approach and Policy Analysis

Oct 2

Reading Assignment:

McGinnis-Dittrich pp. 98-111, “The Policy-Making Process: The

Problem-Solving Approach”
pp. 113-133, “Policy Evaluation, Research, and
Analysis”

#8, Oct 7 **Diversity, Multi-culturalism, Oppression, and Social Welfare Policy
Oct 9

Reading Assignment

Devore & Schlesinger
Schwartz & Disch

pp. 21-63, “The Ethnic Reality”
pp. 1-66, “The Cost of Racism;” “The
Historical Roots of Racism;” and “The
Present Crisis”

#9, Oct 14 ***** Midterm Examination *****

Oct 16 ***** Fall Break *****

#10, Oct 21 **Diversity, Multi-culturalism, Oppression, and Social Welfare Policy,
Continued

Reading Assignment:

Midgley et al.

pp. 447-459, “Race Politics, and Social
Policy”

Oct 23 In-Class Video: “Eyes on the Prize: The History of the Civil Rights
Movement, Part 1”

#11, Oct 28 **Income Maintenance and Employment Policies

Reading Assignment:

Midgley et al.

pp. 175-183, “Income maintenance and
Support: The Changing Face of
Welfare”

pp. 313-328, “Employment Policy and
Social Welfare”

Bowie, Dutton-Stepick &

pp. 91-111, “Voices from the Welfare

Stepick

Vortex: A Descriptive Profile of
Low-Income African American
Women on the Eve of Devolution”

Oct 30 **In- Class Viewing of Policy Debate Video**

#12, Nov 4 **** Social Welfare Policies and the Disabled Population****

Reading Assignment:

Midgley et al.

pp. 277-290, “Social Policies For People With
Disabilities”

Nov 6 **** Policy Debate #1, Alpha Team**

Note: Policy Analysis Papers are Due Today (11/6/03)

#13, Nov 11 **** Policy Debate #2, Beta Team**

Nov 13 **** Policy Debate #3, Gamma Team**

#14, Nov 18 **** Policy Debate #4, Delta Team**

Nov 20 **** Policy debate #5, Kappa Team**

#15, Nov 25 **** Policy Debate #6, Omega Team**

Nov 27 ****** Thanksgiving Holiday ******

#16, Dec 2 **Final Class. Wrap-up, and return of all materials**

CLASS REQUIREMENTS, ASSIGNMENTS, AND GRADING:

The final grade in the class will be based upon the following Requirements and their corresponding grade percentages:

Midterm Examination	40%
Group Policy Debate	30%
Group Policy Analysis Term Paper	30%

Total = 100%

ATTENDANCE POLICY:

Absences and tardiness are not permitted in this class. The consequences of a combination of more than three (3) absences and/or tardiness is the final course grade being lowered one letter grade. Emergencies, illness, accidents and inclement weather do occur. You may need to be late or be absent sometime during the semester. This policy allows three absences and/or tardiness for such events before your final grade is lowered.

DISABILITY SERVICES:

If any student needs course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact the Office of Disability Services at 191 Hoskins Library, 974-6087. This will ensure that you are properly registered for services.

MAJOR ASSIGNMENTS AND EXAMINATION**Assignment #1: policy Analysis/Intervention Paper**

Class groups are required to select and evaluate a specific social policy (proposed or existing) involving the needs of a specific vulnerable client population. The policy must be selected by group consensus and approved by the professor. The policy analysis will be done in accordance with the **ANALYSIS** model in the McGinnis-Dittrich text (pages 126-132). Each group will also develop a policy-related intervention plan and provide an agenda for implementing the plan. Chapter Six in the McGinnis-Dittrich textbook (pp. 98-111) provides guidelines for doing this in accordance with the problem-solving approach. The plan must also clearly address identified gaps in the existing social policy, anticipated obstacles to the proposed intervention, and an evaluation strategy. Policy analysis papers are also required to include content on diversity and multi-culturalism issues. In other words, how is the policy you are writing about related to, or how might it affect the various

“outgroups” discussed in class? Each group will collaborate and prepare a written report (term paper) not to exceed 25 typed and double spaced pages. The paper must be written strictly by APA V guidelines and must include appropriate citations and references. **The term paper is due on November 6th, and represents 30% of the final grade.**

A group grade will be provided for both the debates and the term papers. However, if it is discovered or reported/verified that a group member is not living up to their obligations in preparing the paper or the debate, the professor reserves the right to individualize grades. **Each group will be required to maintain a detailed log of group meetings, attendance, and indicate what tasks were completed by whom, including which group members wrote specific sections of the term paper.**

Assignment #2: Policy Debate

Social policies are debated at every level of the U.S. government system. To Participate in a critical thinking process and to help understand the dynamics of that process, each student will participate in a social policy debate regarding specific (and controversial) topics of concern to social workers. This exercise will provide students with (1) an understanding of the policy-making process; (2) the opportunity to “debate the issues” relevant to them and the social work profession; (3) a forum to research, analyze, and evaluate specific policies through a group process; and (4) a public speaking event.

Format:

The debate format used in this exercise is the most widespread form of debate. The debate issues or topics are policy-oriented (for example: “All people who receive welfare benefits should undergo mandatory drug testing.”) Two to three students will take an affirmative position on the topic area (“pro”) and two to three students will take an opposition position (“con”). Each team will be required to take a firm stand on the issue, explain the logic of their position, use quantitative (statistical) and qualitative (personal or telephonic interviews with experts) data to support their arguments, and help the audience understand why their idea is more reasonable than that of the opponent (s). There will be a strict format for the debates that includes specific time limits for presentation of affirmative and negative positions, cross-examinations by opponents, rebuttals, and closing arguments. The audience will also have an opportunity to ask questions, provide written comments to each debate team, and vote their preferences on which team presented the best arguments.

The professor recognizes that some students will be forced to take a position that they do not personally agree with. This is, however, a realistic aspect of social policy dynamics and will provide a valuable perspective on the political complexity of the policy-making process, as well as the role of personal and/or societal values. It will also help to elucidate the ideas of stakeholders, balance of power, out groups, oppression, and environmental

influences on social policy. The debates will be 40 minutes in length with another 10 minutes allotted for class inquiries and discussion. **Any group that exceeds this time limit will receive a 10% penalty.** All debate team members must equally participate in the debate. **Any debate team that does not have equal participation by all group members will receive a 10% penalty.** The specific times allotted will be as follows:

Affirmative Position Statement on Issue	10 minutes
Opposition Position Statement on Issue	10 minutes
Opposition Cross-Examination	5 minutes
Affirmative Cross-Examination	5 minutes
Closing Affirmative arguments	5 minutes
Closing Opposition Arguments	5 minutes
Audience Questions	10 minutes
<u>Total Debate Time = 50 minutes</u>	

Written Debate Product:

Students on each side of the social policy debate are required to prepare a written document and submit it prior to the beginning of the presentation. The paper should include the following: (1) a clear statement of what your debate objectives were; (2) an outline of your strategy for achieving those objectives, including a summary of information to be presented, questions to be used in the cross-examination, etc. (this should be in numbered or "bullet" format); (3) definitions of key terms that may have a bearing on your topic (do not assume that the audience is familiar with "specialized" terminology); and (4) a brief summary of where you obtained your quantitative and qualitative data. A minimum of two interviews are required with individuals who are knowledgeable about your topic and can provide "legitimate authority" perspective. These interviews should be referenced in "personal communication" format (See APA V). A minimum of four written references are required and at least two other references should originate from internet sources. References are required to be documented with the APA V guidelines, which will be discussed in class.

Other:

Diversity and Multi-culturalism Content Requirement.

Policy debates are required to include content on diversity and multi-culturalism issues. In other words, how is the debate topic related to, or how might it affect the various "outgroups" discussed in class? This issue must be addressed in a substantive manner during the debate.

Comparative Perspectives

Comparative and international perspectives are salient in relation to social policy. At least one part of the presentation and one reference in the written summary should address the experiences of another country and another state (other than Tennessee) with respect to

the selected issue. This should be examined in the context of, "what can be learned about this issue from the experience of another country or another state in the U.S.?" That information should be used to buttress the affirmative or negative debate positions on the matter.

Debate Grading:

The policy debate will represent 30 percent of the final class grade. The debates will begin on November 6 and will take place weekly through November 25th.

Midterm Examination:

In addition to the social policy debate and group term paper, there will be a midterm examination on Tuesday, October 14, 2003. The midterm examination represents 30% of the final grade. The examination will consist of materials from assigned readings and from other material presented in class. **Students are strongly urged to keep up with assigned readings to avoid getting too far behind and creating unnecessary stress. All reading assignments indicated for a particular date must be read before the class in which it will be discussed.**

INSTRUCTOR'S POLICY

If an assignment or a particular examination is not completed by the deadline, the grade will be recorded as an "0." Only in cases of emergency will a make-up exam or extension for an assignment be given. If there are extenuating circumstances, the instructor must be notified prior to the date of the examination of the due date of the assignment. Be prepared to verify emergencies in writing, if requested.

Grading Scale

A	100-90
B+	89-85
B	84-80
C+	79-75
C	74-70
D	69-60
F	59-

HONOR STATEMENT

The University of Tennessee is proud of its students' commitment to academic integrity and their pledge to abide by the Honor Statement found in *Hilltopics*: "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 personal commitment to honor and integrity." This tradition of intellectual honesty is maintained by the cooperation of students and faculty members. According to *Hilltopics*, "each faculty member is responsible for defining, in specific terms, guidelines for preserving academic integrity in a course." I shall discuss the important Honor Statement, as it relates to both individuals and groups in this particular course, at either the first or second class meeting.

Extra Credit:

It is the BSSW Program's expectation that all social work majors will participate in the BSSW Student Social Work Organization (SWO). All students who are enrolled in SW 416 (Social Welfare Policies and Services) are welcome. This organization meets every Tuesday from 11:10 -12:25 in Room 209, Henson Hall. This time slot is built into the class schedule as a lab. Given the time of the meetings, students are encouraged to bring their lunch.

The BSSW-SWO is a student organization that provides an excellent opportunity for leadership development, community and university service, the enhancement of group skills, research opportunities, and socialization. This organization and its activities are viewed as an extension of the BSSW curriculum.

Students in this class will have the opportunity to earn five (5) final grade points for extra credit by attending and participating in the BSSW-SWO this semester.

Your attendance and participation must be documented. Attendance will be taken at each meeting. You must attend seven (7) or more meetings during the term. Also, you must participate in one of the organization's standing committees. Both attendance and participation are required for extra credit. You will need to complete a form listing your activities in the organization throughout the term. The form will be signed by a committee chairperson and the faculty liaison to the BSSW-SWO. The completed, signed form must be handed in to the instructor one week prior to the end of class. Without the signed form verifying your attendance and participation, the extra credit will not be provided. No extra credit is available in this class.

Bibliography and Suggested Readings

- Barr, N. (1998). *The economics of the welfare* (3rd ed.). Oxford, UK: Oxford University Press.
- Bennett, L.J. *Before the Mayflower: A history of the Negro in America*. Chicago: Johnson.
- Burch, H.A. (1996). *Basic social policy and planning: Strategies and practice methods*. New York: Haworth.
- Day, P.J. (1997). *A new history of social welfare* (2nd ed.). Boston: Allyn and Bacon.
- DiNitto, D.M. (2000). *Social welfare: Politics and public policy* (5th ed.). Boston: Allyn and

- Bacon. New York:
- Dye, T.R. (1998). *Understanding public policy* (9th ed.). Upper Saddle River, NJ: Prentice Hall.
- Edin, K., & Lein, L. (1997). *Making ends meet: How single mothers survive welfare and low-wage work*. New York: Russell Sage.
- Farkas, S. (1995). *Public attitudes toward welfare and welfare reform*. New York: Public Agenda.
- Fellin, P. (1996). *Mental health and mental illness: Policies, programs, and services*. Itasca, IL: F.E. Peacock.
- Gilbert, N., & Specht, H. (1986). *Dimensions of social welfare policy* (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Gordon, L. (1994). *Pitied but not forgotten: Single mothers and the history of welfare*. New York: Free Press.
- Hartung, J., & Henig, J. (1997). Housing vouchers and certificates as a vehicle for deconcentrating the poor. *Urban Affairs Review*, 32, 402-419.
- Jansson, B.S. (1994). *Social policy: From theory to policy practice* (2nd ed.). Pacific Grove, CA: Brooks/Cole.
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- Kronenfeld, J.J. (1997). *The changing federal role in U.S. health care policy*. Westport, CT: Praeger.
- Levitan, S.A., Mangum, G.L., & Mangum, S.L. (1998). *Programs in aid of the poor* (7th ed.). Baltimore: Johns Hopkins University Press.
- Karger, H.J., & Midgley, J. (Eds.) (1994). *Controversial issues in social policy*. Needham Heights, MA: Allyn and Bacon.
- Lum, D. (2000). Culturally diverse social work practice [and] People of color. In Lum, D., *Social work practice and people of color: A process-stage approach* (4th ed.)(pp. 1-59). Belmont, CA: Wadsworth.
- Mechanic, D. (1999). *Mental health and social policy: The emergence of managed care* (4th ed.) Boston: Allyn and Bacon.
- Mohr, L.B. (1995). *Impact analysis for program evaluation*. Thousand Oaks, CA: Sage.
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- Piven, F.F., & Cloward, R. (1971). *Regulating the poor: The functions of public welfare*. New York: Random House.
- Quadagno, J. (1994). *The color of welfare: How racism undermined the war on poverty*. New York: Oxford University Press.
- Saleebey, D. (1997). The philosophy, principles, and language of the strengths perspective: Power in the people. In Saleebey, D. (Ed.), *The strengths perspective in social work practice* (2nd ed.)(pp. 1-19). White Plains, NY: Longman.
- Skretny, J.D. (1996). *The ironies of affirmative action: Politics, culture, and justice in America*. London: University of Chicago Press.
- Secombe, K. (1999). *So you think I drive a Cadillac? Welfare recipients' perspectives on the system and its reform*: Needham Heights, MA: Allyn and Bacon.

Starr, P. (1994). *The logic of health care reform*. New York: Penguin.

Wilson, W.J. (1996). *When work disappears: The world of the new urban poor*. New York: Knopf.

Wyers, N.L. (1991). Policy practice in social work: Models and issues. *Journal of Social Work Education*, 27(3), 241-250.