

**THE UNIVERSITY OF TENNESSEE COLLEGE OF SOCIAL WORK  
SW 516  
SOCIAL WELFARE POLICY AND SERVICES**

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**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](http://www.csw.utk.edu)).

**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*, 2002).

**Disability**

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact the University of Tennessee Office of Disability Services at 191 Hoskins Library (865) 974-6087. This will ensure that you are properly registered for services.

**Description**

This course establishes a connection between social welfare policy and social work practice. As such, first, the historic foundations of the social work profession with its societal philosophy and mission are taught. Second, theoretical frameworks pertaining to formulation and analysis of social welfare policies are addressed. Current social welfare policies and services as well as the contemporary economic, social, political, and organizational processes, factors and forces shaping these policies are examined within these frameworks. Particular emphasis is put on the development and implementation of policies within organizations and the roles social workers assume as critical thinkers in effecting change. The practice of policy is regarded as a tool to understanding and influencing the policymaking process as various organizational forces shape it and as it effects service delivery. Finally, the history, evolution and current status of social welfare policies and services in the United States are presented and critically analyzed in terms of their responsiveness to the needs of the society in general and to the needs of vulnerable, high risk groups

in particular, within the principles of equality, social and economic justice and fairness, non-discrimination, and cultural diversity. Professional self-development for competent policy practice is emphasized. Influence of social policy on the holistic health and well being of individuals, society, and social work practice is acknowledged.

### **Rationale**

This course is one of three foundation courses, along with Social Work Practice III and Human Behavior and Social Environment II, providing the students with the knowledge about, and orientation to, the integration of macro theories and practices into 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 and services in the society and make professional use of them for the attainment, maintenance and/or enhancement of the quality of health and well being of their clients.

### **Objectives**

By the end of the course, students are expected to be able to demonstrate (through course activities, assignments and/or exams):

1. Knowledge of history, mission and philosophy of the social work profession in the context of social policies guiding us into the second millennium and twenty-first century;
2. Knowledge of history and nature of social welfare policies and services and their effects on the social work profession and human service agencies;
3. Knowledge of social problems as constructions of social realities; their definitions, evolutions, and resolutions;
4. Knowledge of the roles of societal and professional values, ethics and self development in policy formulation and analysis;
5. Knowledge of frameworks for critical thinking, problem-solving, policy formulation, and policy analysis;
6. Knowledge of current social welfare policies and the organization and structure of systems developed to deliver related services;
7. Knowledge of the political and organizational processes and actions to influence policy making, analysis, advocacy, empowerment, and policy practice;
8. Knowledge of relationships between social welfare policies and social and economic justice as well as the institutional forms of discrimination, oppression, and social control;
9. Knowledge of the significance of human diversity in shaping and analyzing policy as it relates to professionally and culturally competent practice;
10. Skill in constructing historical and current socioeconomic contexts within which social welfare policies are analyzed and designed;
11. Skill in assessing and defining social problems addressed by social welfare policies; formulating and analyzing social welfare policies;

12. Skill in identifying, clarifying and interpreting values and professional ethical standards, and applying them to the formulation and analysis of social welfare policies;
13. Skill in identifying and using critical thinking and the theoretical frameworks in the formulation and analysis of social welfare policies;
14. Skill in applying social and economic justice concepts and principles to the formulation and analysis of social welfare policies;
15. Skill in determining intended and unintended effects of policies on both majority and minority populations of color, women, gays, lesbians, the poor, people with disabilities, and other vulnerable, high risk populations;
16. Skill in advocating, empowerment and policy practice.

**Course Outline:**

- I Nature of Social Policy and Social Policy Analysis
- II Defining Social Welfare Policy
- III The Role of Policy Analysis in Understanding the Policy Process
- IV Ethics in the Policy Process
- V Historical Development of Social Welfare Policy and Services and the Relationship to the Social Work Profession
- VI The Role of Policy Practice in Social Work
- VII Current Policy Issues and Strategies for Influencing Policy
- VIII Affecting Change in Social Welfare Policy

**Course Requirements:**

A basic text has been selected and readings are listed in the bibliography. In addition to assigned articles, students are encouraged to read from the recommended selections and independently from the professional journals.

The course will include lectures, class discussions, and small group class exercises. Graded assignments will include a mid-term examination, a policy analysis paper, a report on a public hearing or committee meeting, and a final examination. All written assignments should be double-spaced and sources should be documented and referenced using APA format. No more than 50% of your sources should be obtained from Internet resources.

The final grade will be determined as follows:

Mid-term exam	25%
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Policy analysis paper and proposal	25%
Policy hearing report/Advocacy project	25%
Final exam	25%
Total	100%

Students will be expected to: 1) complete assigned readings for preparation for each class session; (2) attend class and participate in class discussion/activities; and (3) complete all assignments. Student grades may be lowered for omissions in these areas.

**Grading Scale:**

The grading scale for this course is:

90-100%	A
87-89%	B+
80-86%	B
77-79%	C+
70-76%	C
65-70%	D
<65	F

***Criteria for the assignments are as follows:***

**Policy Analysis Proposal**

Identify a potential area of policy change. It can be a local, state, or federal policy, but it must be current. Describe your chosen policy. How does this policy affect vulnerable populations? Discuss why you believe your chosen policy needs to change. Include objective factors such as impact on client populations, cost/benefit analysis, etc. Choose the policy analysis framework that will be used to analyze the policy. Describe what areas the analysis will need to focus on according to this framework.

The proposal should be typed, double-spaced, with no spelling or grammar errors. The length of the proposal should be 3-5 pages. **Attach a copy of the policy to the paper.**  
**Due date: March 3, 2003**

**Policy Analysis Paper**

Using the chosen policy and the chosen framework identified in the proposal, analyze this policy. Propose changes to the policy based on what was learned from the analysis process. The following points must be included in the paper:

17. A description and discussion of the policy. How does this policy affect vulnerable populations? Attach a copy of the policy to your paper.
18. A description and discussion of your chosen policy analysis framework. Provide a rationale for why you chose this particular model.
19. Using your chosen model, provide a step-by- step analysis of your policy.
20. Based on your analysis, provide specific recommendations for policy changes. These recommendations are to be based on the objective information you obtained in the analysis process.
21. If relevant, include an international perspective to the analysis.

The paper will be graded on how well the policy is critically analyzed. Are statistics, case examples, research, and objective information used to support the analysis process? Are both opponent and proponent positions discussed in the analysis? The papers should be at least 15 pages in length, typed, and doubled spaced. Use APA style of referencing.

**Due date: April 14, 2003**

### **Policy Hearing Report/Advocacy Project**

Choose one of the following two assignments:

#### **Policy Hearing Report**

Attend at least one public council or committee hearing or meeting in one of the following areas: legislative hearing, city government, county government, state senate/legislator meeting, school board, public transportation, welfare advisory committee, police review board, etc.

Read the paper for a few weeks and find an issue that is currently being debated publicly. Attend the meeting in which your issue is on the agenda. Include the following information:

22. Provide newspaper articles that you have used to track the issue.
23. Provide notes from the meeting
24. Your report should include the following points:
  - Who attended the meeting?
  - Who spoke and whom did they represent?
  - Provide your analysis of the issue:
    - Any public interest, Why or why not?
    - How has the media influenced the debate?
    - Describe the different perspectives on the issue. What are the similarities and differences in these perspectives?
    - How does the committee/hearing process restrict or foster communication, participation, and influence?

Check with the instructor on your chosen issue for topic approval. The paper should be typed, double-spaced, with no spelling or grammar errors. The length of the paper should be 3-5 pages. The newspaper articles, notes from the meeting, and report should be turned into your instructor.

**Due date: April 21, 2003**

**OR**

### **Community Organization/Advocacy Project**

You will participate in a community organization project related to a particular issue (Assignments to be given out in class). Follow the news media for coverage on this issue.

Write a paper that analyses your experience. Include the following information:

25. The newspaper articles and other media sources that discuss the issue.
26. A description of the project
27. A discussion of your role
28. Identify a policy that the community organization project has the potential to impact on. Discuss how the project could impact on this policy and your expectations for changes to the policy. Provide a copy of the policy.
29. What have you learned from the experience?

The paper should be typed, double-spaced with no spelling or grammar errors. The length of the paper should be 3-5 pages. Attach copies of newspaper articles, etc. to the paper.

**Due date: April 21, 2003**

**Course Text:**

**Required:**

Karger, H. & Stoesz, D. (2002). American Social Welfare Policy: A pluralist approach. New York: Allyn and Bacon.

**Optional:**

DiNitto, D. (2000). Social welfare: Politics and public policy, 5<sup>th</sup> ed. Boston: Allyn and Bacon.

Jansson, B. (1999). Becoming an Effective Policy Advocate: From policy practice to social justice. Pacific Grove, CA: Brooks/Cole.

Jansson, B. (1997). The Reluctant Welfare State. Pacific Grove, CA: Brooks Cole.

Trattner, W. (1999). From Poor Law to Welfare State: A History of Social Welfare in America, 6<sup>th</sup> ed. New York: Free Press.

## **PART 1 - NATURE OF SOCIAL POLICY AND SOCIAL POLICY ANALYSIS**

### **Class 1: 1/13**

#### **Social Policy: An Introduction**

Course overview, review syllabus, assignments, texts, readings, and academic integrity; Definitions of social welfare policy.

#### **In class exercise on social policy practice**

**1/20 MLK Holiday, No Class**

### **Class 2: 1/27**

#### **Social Policy: Roles and Functions**

Role of policy analysis in understanding the policy process, distinguishing policy analysis from policy development, problem formulation, and policy implementation, policy research using the internet.

#### **Readings:**

#1 Karger & Stoesz, Chapter 1: Social Policy and the American Welfare State, pp. 2-5,

#2 Chapter 8: The Making of Government Policy,

#3 Chapter 3: Technology and Social Policy pp 40-54.

#4 Jansson, B. (1999). Becoming an Effective Policy Advocate: From policy practice to social justice. Pacific Grove, CA: Brooks/Cole, Chapter 1: Why Engage in Policy Practice and Policy Advocacy, pp. 1-28.

#### **In class exercise on social policy formation**

### **Class 3: 2/3**

#### **Ethics in Social Policy**

Ethics and values in the policy process, underlying assumptions of social policy, ideologies and social policy, NASW Code of Ethics

**Readings:**

- #5 Karger & Stoesz, Chapter 1: Social Policy and the American Welfare State, pp. 5-27
- #6 Prigmore, C. & Atherton, C. (1979). Values and choices in contemporary social welfare policy, pp. 23-40.
- #7 Jansson, Chapter 2: Ethical, Analytic and Political Rationales for Engaging in Policy Advocacy, pp. 29 - 58.
- #8 Handout: NASW Code of Ethics
- #9 Galambos, C. (1997). Quality of Life for the Elder: A reality or an illusion? In Journal of Gerontological Social Work, 27, 3, 27-44.

**In class policy exercise on ethics**

**Class 4: 2/10**

**Analyzing Social Welfare Policy**

4 analysis frameworks: Karger & Stoesz, DiNitto, Chipungu, Johnson, Schwartz & Tate

**Readings:**

- #10 Karger & Stoesz, Chapter 2: Social Welfare Policy Research: A Framework for Policy Analysis, pp. 29-38.
- #11 DiNitto, D. (1997). Social welfare: Politics and public policy, 4<sup>th</sup> ed., Politics, Rationalism, and Social Policy, pp. 1- 12.
- #12 Chipungu, S. (1991). A Value-based policy framework, pp. 290 B 305. In Everett, J.; Chipungu, S., & Leashore, B. (1991). Child welfare: An Africentric perspective.
- #13 Johnson, L. C., Schwartz, C.L., & Tate, D.S. (1997). Chapter 15 The contemporary social welfare system. In Social welfare: A response to human need, 4<sup>th</sup> ed. 315-328.

**In class exercise on application of frameworks to existing policies**

**PART II - HISTORICAL AND CURRENT CONTEXT IN WHICH SOCIAL POLICIES ARE DEVELOPED IN THE UNITED STATES**

**Class 5: 2/17**

## **Historical Development of Social Welfare Policy and Services and the Relationship to the Social Work Profession**

History of social welfare policy, organization and structure of the American social welfare system, policy as a form of social control

### **Readings:**

- #14 Karger & Stoesz, (1998) *American Social Welfare Policy, 3<sup>rd</sup> Edition*, Chapter 3: The Origins and Future of American Social Welfare, pp. 50-75,
- #15 Karger & Stoesz, (2002) *4<sup>th</sup> Edition*, Chapter 6: The Voluntary Sector Today, pp. 142-161,
- #16 Chapter 7: Privatization and Human Service Corporations, pp.164-199.

### **In class debate on the most important era in social policy development**

## **Class 6: 2/24**

### **Issues of Discrimination, Oppression and Inequality B Historical and current trends in American society**

Racism, sexism, sexual orientation, ageism, persons with disabilities, poverty in America, Who are the poor? Theories of poverty, Strategies for combating poverty.

### **Readings:**

- #17 Karger & Stoesz, Chapters 4: Discrimination and Social Stigma in American Society, pp. 55-103
- #18 Chapter 5: Poverty in America, pp. 111-137.
- #19 Chapter 9: Tax Policy and Income Distribution, pp. 234 - 250.
- #20 Wedel, K.R. & Butler, F.C. (1999) Welfare reform and demand for rural public transportation. In LeNay, C., Edwards, R., Reid, N., Preserving and Strengthening Small Towns and Rural Communities Washington D.C.: NASW Press
- #21 Albeda, R. & Tilly, C. (2001). Women, income & poverty: There=s a family connection. In Rotherberg, R.S. (2001) Race, Class, & Gender in the United States New York: Worth Publishing

### **In class exercise on discrimination, oppression, and inequality**

### **Policy analysis proposals due**

## **Class 7: 3/3**

Social Insurance Programs

Guest Speaker(TBA)

Definition and background of social insurance

Key social insurance programs

- OASDI

- Unemployment Insurance

- Worker=s Compensation

- Earned Income Tax Credit

- Medicare, Medi-gap, long term care

### **Readings:**

#22 Karger & Stoesz, Chapter 10: Social Insurance Programs, pp. 251-269;

#23 DiNitto, D. (1997). Chapter 8: Improving Health Care: Treating the Nation=s Ill, pp. 254-258.

## **Class 8: 3/10**

**Mid-term exam**

**3/17 Spring Break - No Class**

## **Class 9: 3/24**

**Public Assistance Programs (Public Welfare)**

**Guest Speaker(TBA)**

Assumptions underlying public assistance

Key public assistance programs:

- AFDC/TANF, welfare reform, Families First

- Medicaid

- SSI

- Housing

- Nutritional programs

- WIC, Food Stamps

U.S. farm policies

Rural poverty

### **Readings:**

#24 Karger & Stoesz, Chapter 11: Public Assistance Programs, pp. 271-302,  
#25 Chapter 16: Housing Policies, pp. 438-461,  
#26 Chapter 17: The Politics of Food Policy and Rural Life, pp. 464-485

## **Class 10: 3/31**

### **Health, Mental Health & Substance Abuse**

History and reform efforts  
Managed care  
Parity for mental health care  
Comparative analysis  
Long-term care

#### **Readings:**

#27 Karger and Stoesz, Chapter 12: The American Health Care System, pp. 319-352  
#28 Chapter 13: Mental Health and Substance Abuse Policy, pp. 358 - 386.  
#29 Hooyman, Kiyak, & Asuman, (1999). *Social Gerontology*, Ch. 16: Health & Long Term Care Policy & Programs, pp. 471-494.

## **Class 11: 4/7**

### **Family Policy**

#### **Guest Speaker (TBA)**

Child welfare: Protective services, foster care, adoption, day care, White House Conference on Children  
Adult Services & Aging: Protective services, Social Security Act, White House Conference on Aging, Older American=s Act  
Title XX  
Intergenerational equality/inequality  
Family Leave Act

#### **Readings:**

#30 Karger & Stoesz, Chapter 15: Child Welfare Policy, pp. 415-434.  
#31 Hooyman, N., Kiyak & H. Asuman (1999). Social gerontology, Chapter 15: Social Policies to Address Social Problems, 441-468.

## **PART III: CURRENT POLICY ISSUES AND STRATEGIES FOR INFLUENCING POLICY**

## **Class 12: 4/14**

### **Skills for policy practice: Affecting change**

#### **Guest Speaker (TBA)**

Understanding the policy process, recognizing and using power, strategies of policy persuasion, Implementing policy

#### **Readings:**

#32 Jansson, Chapters 9: Policy Persuasion, pp. 231 - 255.

#33 Chapter 11: The Interactional Dimensions of Power, pp. 285 - 308.

#34 Chapter 12: Developing Political Strategy, pp. 309 - 326

#35 Chapter 13: Putting Political Strategy into Action, pp. 327 - 354.

#### **Policy analysis papers due**

## **Class 13: 4/21**

### **Perspectives on the American Welfare State**

An international comparison, a reconceptualization: Reform and restructuring

#### **Readings:**

#36 Karger & Stoesz, Chapters 18: The American Welfare State in International Perspective, pp. 489 B 509.

## **Class 14: 4/28**

### **Final Exam!!!!!!!**

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