

**THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

SW 510 - SOCIAL WORK AND SOCIAL WELFARE POLICIES AND PROGRAMS

**2007-2008 ACADEMIC YEAR
FALL/SPRING (2 credit hours)**

**MUAMMER CETINGOK, PH.D.
INSTRUCTOR**

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.utk.csw.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, 2007).

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.

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 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.

Course Competencies

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

1. Analyze and synthesize historical and contemporary evidence-based data, structures, and issues, around social problems and policies at local, state, national, and international levels (Policy-F.1; CT/EBP-F.1). (*content: major social problems, 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 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. (Policy-F.2; CT/EBP-F.2; At-risk Pops & SJ- F.2; Diversity- F.1, F.5). (*content: services and programs for poor and vulnerable populations; policies and procedures in organization and their relationship to overarching local, state or national policies; culturally relevant services*).
 3. Identify agency, local, state, national and international issues in social welfare policy and social service delivery, including the capacity to prevent or promote social and economic justice. (Policy-F.7; At-risk & SJ-F.3, F.4; Values/ethics- F.1). (*content: identification of the interconnections between local national and international social welfare; how specific social welfare policies may prevent or promote social and economic justice*).
 4. Analyze policy and its impact on program delivery, the ethics of the profession, and at-risk populations, and begin to develop policy practice intervention skills with policies, programs, and service delivery systems (Policy-F.2; Diversity-F.1, F.4, Values/ethics-F.2, F.3, F.4). (*content: how policy is implemented and developed; how to analyze policy; use of policy practice change strategies to advocate for policy change; 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 (Policy-F.6; CT/EBP-F.3). (*content: analyze policy using policy analysis frameworks; be able to write policy briefs; utilize debate; write proposals for policy change*).
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COURSE OUTLINE

COURSE FORMAT AND ASSIGNMENTS:

The course will include lectures by the instructor, class discussions, exercises, and student presentations, all supported by advanced technology and teaching aids including the WEB-

assisted (Online and Blackboard, etc), computer-supported (power-point, computer-aided design- CAD), telecommunications-enhanced techniques (e-mail, chats, discussion boards, etc), and other teaching aids (transparencies, overhead projectors, electronic copies, etc.) deemed appropriate by the instructor.

COURSE TEXTS:

Required Purchase:

Segal, E. A. (2007). *Social welfare policy and social programs. A Values Perspective*. Belmont, California: Thomson.

Recommended:

Gilbert, N. and Terrell, P. (2005). *Dimensions of social welfare policy*. (6th ed.). Boston: Allyn and Bacon.

NASW Code of Ethics. (available at: <http://www.csw.utk.edu>)

Jansson, Bruce. (2008). *Becoming an effective policy advocate: From policy practice to social justice*. (5th ed.). Pacific Grove, California: Thomson/Brooks/Cole Publishing Co.

Dolgoff, R., Feldstein, D. (2003). *Understanding social welfare*. (6th Ed.). Boston: Allyn and Bacon.

DiNitto, Diane. (1995). *Social welfare: Politics and public policy*. (4th Ed.). Boston: Allyn and Bacon.

Karger, H. and Stoesz, D. (2002). *American social welfare policy. A pluralistic approach*. Boston: Allyn and Bacon.

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

Rocha, C. J. (2007). *Essentials of Social Work Practice*. Hoboken, New Jersey: John Wiley and Sons.

Sowers, K.M. & Rowe, W.S. (2007). *Social Work Practice & Social Justice: From Local to Global Perspectives*. Belmont, California: Thomson.

COURSE OUTLINE

The course description in the University's catalog for SW 510 for this academic year is as follows:

“510—**Social Work and Social Welfare Policies and Programs** (2) 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. Use of justice, power, social construction, and social work values and ethics in analyzing, influencing, developing,

Competencies we expect you to master by the completion of this course are the following:

"At the completion of the foundation coursework, students will be able to:

- 1) Analyze and synthesize historical and conceptual evidence-based data about social problems and policies at local, state, national, and international levels.
- 2) Analyze the informal and formal influences on policy's financial, organizational, administrative, and planning processes required to deliver culturally responsive service delivery systems.
- 3) Assess community needs and resources for sustaining the healthy development of community members and families across cultures, as well as barriers to access, using available technologies and evidence-based data gathered across multiple sources.
- 4) Analyze, advocate for, and implement policies that promote the healthy development of client systems.
- 5) Write grant proposals for and seek public and private local, foundation, and government funding to develop culturally affirming social service programs.
- 6) Prepare and present effective, professional, verbal and written analyses, policies, briefs, and proposals to stakeholders.
- 7) Analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery, including their capacities to prevent or promote social and economic justice.

Therefore, we will follow the outline below with the above competencies built in to the instructional methodology and assignments of this course:

I. Defining policy in organizational, community, and public (legislative) contexts; defining social welfare policy.

II. Social Work Values and Ethics in Policy Practice

III. Policy competencies and concepts of diversity, power, social and economic justice, critical thinking, and social construction used in policy practice

IV. Evidence-based practice and policy practice: An integrated approach

V. Policy formulation and analysis as key competencies, formulation and analysis models (concepts of social and economic justice, power, critical thinking, social construction are also integrated into formulation and analysis)

VI. Historical development of social welfare and descriptions of major public social welfare policies in the United States (economic and social security, poverty, health, children and families, and old age/aging at Federal, state, and local levels of formulation and implementation)

VII. Contemporary social welfare service delivery approaches in the US and other countries (selected international comparisons)

COURSE REQUIREMENTS

This is a two-credit/hour course. As graduate students, you are required to complete the following individual and group assignments with due diligence and scholarship expected of a graduate student. In this respect, you will experience a major progressive shift in the quality and quantity of your academic performance from your undergraduate studies. As far as I am concerned, your academic performance will be considered as the matter of most importance, and it will precede all other personal concerns of yours except for life emergencies.

Individual requirements:

1) Complete the readings from your “required purchase” and one of the “recommended” supplemental textbooks as well as a total of 10 (ten) articles during the entire semester, from the listings under the sessions, approximately one article per session. **You will inform me which supplemental textbook you will be regularly reading for the semester. And, you will abstract the articles you have read using the APA manual for you to turn them in to me at the time of your exams.**

(For some additional readings, which will not be included in your exams, you may also be referred to the attached bibliography. This bibliography will be updated during the semester as you and I routinely locate relevant and timely readings and references. Therefore, you are asked to share your readings with all of us in order to review and decide on their inclusion into our course readings list.)

You are also to read at least one daily newspaper and/or a news magazine article per week for the social and legislative developments with respect to social problems and policies. As you read

these articles, you are expected to explore if and when the article provides evidence that you can identify for the case being made in the article. You will be given an outline for this type of critical reading. You can also go to the following reference to read more about this outline:

Baker, P.J. & Anderson, L.E. (1993). *Social Problems: A Critical Thinking Approach*. Belmont, Ca.: Wadsworth/Thomson.

Also, you are expected to participate to the fullest extent in the class discussions.

As part of your routine review of literature, you must periodically search Social Work Abstracts literature database through the UTK Hodges Library. This search will enable you to be current with respect to the social welfare policy and services knowledge.

2) Take mid-term (semester) and end-of-term (semester) written examinations.

Examination contents will be from the required textbook and other readings as explained above as well as the lecture notes, discussions, and your presentations. In the exams, you will be accountable for all of your readings from the required textbook, supplemental textbook of your choice, and the articles you have read and abstracted during the semester. Exams will include questions from all of these readings in addition to our class notes, discussions, and your presentations. You will also submit your article abstracts to me together with your exams at the time you take them.

Make-up exams will not be given unless there is an emergency. Mid-term exam will be scheduled mid-semester, and end-of-semester exam during the week designated by the University. Dates will be identified during the first class session.

Group requirement:

Present an American (US) social policy area, compare it with the policy of another country in the same policy area, and write a term paper about it using the outline given below. This paper should have a minimum of 20 and a maximum of 25 double spaced pages, excluding the reference page(s), using the APA style manual.

Groups will be formed on a random drawing basis during the first class session. Also, the dates of presentations will be set during the same session.

Outline for both presentation and paper version of policy:

I. Identification and description of a policy of your choice, also covering the steps involved in the formulation of policy. You will be given policy formulation models and select one from among them. Policy's mission and goals; history; ideological and value bases of policy; and

stakeholders and modes of financing the policy are all included here. You will be expected, in discussing the stakeholders, to clarify social work profession's original position on the policy. (3-5 pages.)

II. Analysis of a policy, including:

- A.** The model of your choice to analyze the policy,
- B.** Identification of the group or groups of people for whom the policy attempts to meet the needs in one or more of the following categories as applicable: people of color, people who are economically poor, children, and aged; women, gay and lesbian, and transgender persons, immigrants, refugees, or other underserved, vulnerable, oppressed and/or discriminated groups in the US society.
- C.** Assessments of the best evidence(s) demonstrating that the policy has or has not been effective and efficient, i.e., 1) it has or has not satisfactorily met its goals and objectives with the most reasonable and acceptable amount of financial and other resources utilized, and, 2) it has adequately responded to the concerns of ethics, diversity, power, social and economic justice, critical thinking used in policy practice.

These evidence(s) can come from research-based findings, practitioners' experiences, professional experts' accounts and judgments, associated/affiliated professionals' accounts and judgments, clients' own experiences and judgments, general public's perception and judgments of the policy effectiveness and efficiency, and other evidences that might be unique to that particular policy. (11-12 pages.)

- D.** Comparative analysis of policy with one country of your choice with respect to the questions of "who benefits; what are the benefits; how is the policy financed; and how is the policy implemented?" Please review Gilbert & Terrell text for this particular analytic model.

You would be well served to search the Social Work Abstracts literature database through the UTK Hodges Library in order to gain current insight into discriminated groups in the US society. Type all the terms beginning with diversity and then follow it by typing "people of color, women, gays and lesbians, the elderly and/or children" to broaden your understanding of diversity. Be ready to discuss one of these links as to what it reports to you on diversity with respect to one or more of the above populations.

III. Current debates and discussions about alternatives and proposed changes-if any, about the policy (In discussing current debates, indicate and detail if the social work profession has been a contributor and in what ways). (6-8 pages)

If no changes are currently proposed, please answer the following questions:

- A.** What is your assessment of what is likely to happen to the policy in the future and why?
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B. What are your recommendations for change?

C. What evidence do you have to base your recommendations for change?

Group presentation dates will be given to you during the first class session. Presentation papers in their final form are due on the last day of the week of your presentation, at the latest. As a preliminary and major effort to get started on this group assignment, you are also expected to review, in addition to your required textbook, the Gilbert and Terrell (Dimensions of Social Welfare Policy), Dobelstein (Social Welfare Policy and Analysis), DiNitto (Social Welfare Politics and Public Policy), and Karger and Stoesz (American Social Welfare Policy) texts immediately, in order to get an idea regarding what your policy presentation is to methodologically and substantively to include. Please also consult with me periodically.

Although class attendance is not a requirement, I shall expect you to be present at all class sessions for the simple reason that they are closely interrelated and build upon each other. Please notify me in case of absences and emergencies.

All assignments are to be completed and due on the dates specified. Late completions will not be accepted unless there is an emergency. Group presentation paper (written assignment) is to be typed, and double spaced using the latest edition of the APA style manual.

Please also check into the WEB page of the Christian Brothers University Library www.cbu.edu) to learn how to cite WEB resources using the American Psychological Association (APA) guidelines. CBU page is a good source of this information.

Class participation is graded on the basis of sharing, concern and commitment for what goes on in class.

Group presentation and paper as a written version of the presentation are evaluated on the basis of their conveyance of substantive knowledge of policy, organization (i.e. conforming with the outline given above), clarity, internal consistency, and flow of information.

Test outcomes will be graded in accordance with the instructions you will be given with each test.

Grading scale is provided in this outline.

You are free to have discussions with me, anytime and as many times as you want, in person or via phone, e-mail, and fax communications, in relation to any of your assignments and your progress in the course. I will also do the same, provided that I have your phone, e-mail, and fax information available to me.

I do not do individual tutorials. If, for any reason, you miss a session, you will be responsible to obtain class notes and verbal contents of discussions from your classmates, and you will need to be up to date on your readings for that session, and be ready for the next session, as well.

For in-person or phone meetings, I will expect you to inform me with specific and concrete questions and thoughts related to your reason(s) for wanting to have the discussion with me. I will refrain from engaging in general discussions. I will also expect you to do adequate reading and be informed about general contexts of your questions and thoughts you will be discussing with me.

My phone numbers are: 448-4479 (office), 448-4463 (front desk), 755-5032 (home), and 493-5984 (personal cellular line). (Please use the cellular line in case of emergencies and/or when you do not get an answer to your calls to the other numbers). You can also send e-mail or leave messages at the front desk if I am not in my office, or fax them to my attention.

E-mail addresses are:

mcetingok@utk.edu

mcetingok@utmem.edu

cetingok@bellsouth.net

School's fax number, which could also be used to send documents to me, is: 448-4850.

I have posted my hours on the office door. You are very much encouraged to make appointments with me, ahead of time if possible, for me to fully attend to your time requests. I shall also try to meet with you off-office hours provided that your reasons and the circumstances warrant our meetings.

GRADING

Assignments will have the following weights as to the final grade:

Participation 10%

Mid-term exam 30%

Final Exam 30%

Presentation and Paper 30% (20% group to which you belong is graded / 10% you are graded for your contribution to the presentation and paper-writing processes. **PLEASE READ**

CAREFULLY: In cases when I am informed of a problem with one or more members of a group with respect to the lack of concern, involvement and concrete and meaningful contributions to the overall group process, and the contributing members of your group testify to this effect in a fair and just manner, **I will assign an automatic failing grade of 0 (zero) as your presentation and paper grade, to be factored as 30% into the computations of your overall grade.**

The grade scale used is as follows:

Below 72.9	D
73-77.9	C
78-82.9	C+
83-87.9	B
88-93.9	B+
94-100	A

SESSIONS AND READINGS

REMINDERS:

1) At the beginning of each session, you will first find your required readings from your “required purchase” and supplemental textbooks. Then, you will observe other readings of relevance to that session, separated by a line. Please consult the supplemental text entries for full references to the supplemental text readings.

2) AS OF TODAY, YOU ARE TO BEGIN READING FROM THE NEWSPAPERS AND NEWS MAGAZINES ANY ARTICLES, ANALYSES, EDITORIALS, POLITICAL CARTOONS, ETC., WHICH RELATE TO ALL AREAS OF LOCAL, REGIONAL, NATIONAL AND GLOBAL SOCIAL WELFARE POLICY, SERVICES, AND PRACTICE. BEGINNING WITH THE SECOND SESSION, THERE WILL BE REGULAR DISCUSSIONS OF THESE READINGS. YOU WILL BE RANDOMLY ASKED TO SHARE YOURS WITH ALL OF US.

Session Outline and Readings

Session 1. Course Preview.

Review syllabus, class assignments, required text, assigned readings, academic integrity.

Advanced technology and teaching aids: WEB-assisted (Online and Blackboard, etc), computer-supported (power-point, computer-aided design (CAD), telecommunications-enhanced techniques (e-mail, chats, discussion boards, etc), and other (transparencies, overhead projectors, electronic copies, etc.) teaching aids

UTK and UTHSC facilities and support systems for the course

Visit to the Computer Laboratory to review the resources of the Location

Session 2. Defining policy in organizational, community, and public (legislative) contexts; defining social welfare policy.

Readings:

Required Text (2007), Ch. 1, “Social Welfare Policy and Underlying Values”

Dolgoff & Feldstein (2003), Ch. 1 “Socio-Economic Structure, Human Needs, and Mutual Responsibility”

Gilbert and Terrell (2005), Ch. 1, “The Field of Social Welfare Policy”

Jansson (2008), Ch. 1, “Joining a Tradition of Social Reform,” (This chapter includes ‘diversity and policy advocacy...public interest...ecological perspective...change...policy practice and policy advocacy...and related issues such as challenges to advocacy... devolution...technology...globalization’“

Ch. 2, “Articulating Four Rationales for Participating in Policy Advocacy,” (This chapter includes ‘ethical... ideological...analytic...political...reasons for advocacy (some important concepts are beneficence, policy-sensitive, policy related practice, economic inequality...powerless and vulnerable populations and policy advocacy)

Ch. 3, “Obtaining Skills and Competencies for Policy Advocacy,” (This chapter includes ‘policy tasks... competencies (skills) ...’

Ch. 4, “Understanding the Ecology of Policy in Governmental, Electoral, Community, and Agency Settings,” (This chapter includes ‘policy makers... elected and non-elected bureaucrats... lobbyists... other groups... the electoral process... and political economy of policy implementation’ among others.

Ch. 5, “Expanding policy Advocacy Across National Borders,” (This chapter includes globalization of policy practice and advocacy)

Ch. 6, “Committing to an Issue: Building Agendas,”

Ch. 7, “Analyzing Problems...”

Ch. 8, “Developing Policy Proposals...”

Ch. 9, “Presenting and Defending Policy Proposals”

Ch. 10, “Developing and Using Power”

Ch. 11, “Developing Political Strategy”

Ch. 12, “Putting Political Strategy into Action”

Ch. 13, “Engaging in Ballot-Based Policy Advocacy”

Ch. 14, “Troubleshooting and Assessing Implemented Policies”

Gil (1992), Unraveling Social Policy, Ch. 1, "Current Views of Social Policy"

Karger & Stoesz (2002), Ch. 1, "American Social Welfare Policy."

Rocha (2007), Review the entire book between this session and the 10th session.

Lens, V. (2002), Public voices and public policy: changing the societal discourse on "welfare", *Journal of Sociology and Social Welfare*. 24(1), 137-154.

Stewart, W.F. (2001). Social work empowerment: Race, gender, and class factors. *Race, Gender, and Class*, 7(4), 91-98.

Videka-Sherman, L. & Viggaini, P. (1996). The impact of federal policy changes on children: Research needs for the future. *Social Work*, 41(6), 594-600.

Wilensky and Lebeaux. "Conceptions of Social Welfare"

Sessions 3: Social Work Values and Ethics in Policy Practice (formulation and analysis)

Readings:

Required text (2007), Ch.1 to be reviewed, "Social Welfare Policy and Underlying Values"

NASW Code of Ethics <http://www.csw.utk.edu>

Cagan, E. & Julia, M. (2000). Women, democracy, and global transformation: Toward a reconceptualization. *Social Development Issues*, 22(2/3), 24-31. (ON RESERVE).

Cetingok, M. & Rogge, M. (2001). Turkey's Southeast Anatolia Project (GAP), Environmental justice, and the role of social work. *Social Development Issues*, 23(3), 12-17.

Davidson, J. & Davidson, T. (1996). Confidentiality and managed care: Ethical and legal concerns. *Health And Social Work*, 21(3), 208-215.

Fuchs. Who Shall Live? *Health, Economics, and Social Choice*. Ch. 1.

Gelman, S., Pollack, D., and Weiner, M. (1999). Confidentiality of social work records in the computer age. *Social Work*, 44(3), 243-252.

George, J. (1999). Conceptual muddle, practical dilemma: Human rights, social development and social work education. *International Social Work*, 42(1), 15- 26.

- Hoff, M.D., Huff, D.D. & Ord, L.M. (1996). The social worker's ethical obligation to society: An assessment of the charity and justice contributions of social workers. *Arete*, 21(1), 47-60.
- Kalil,A, Seefeldt,K.S., & Wang,H (2002). Sanctions and material hardship under TANF. *Social Service Review*, 76(4), 642-662.
- Kapp, M.B. (2002). Health care rationing affecting older persons: rejected in principle but implemented in fact. *Journal of Aging and Social Policy*, 14(2), 27-61.
- Lee-Y.-T, Ottati,V., & Hussain, I. (2001). Attitudes toward "illegal" immigration into the United States: California Proposition 187. *Hispanic Journal of Behavioral Sciences*, 23(4), 430-443.
- Lens, V. (2002). Public voices and public policy: changing the societal discourse on "welfare". *Journal of Sociology and Social Welfare*, 24(1), 137-154.
- Lind, A. (2004). Legislating the family: heterosexist bias in social welfare policy frameworks. *Journal of Sociology and Social Welfare*, 31(4), 21-35.
- Linhorst-D.M. (2002). Federalism and social justice: implications for social work. *Social Work*, 47(3), 201-208.
- Rhodes, M. (1992). Social Work Challenges: The boundaries of ethics. *Families in Society*, 73(1), 40- 47.
- Rock, B. & Congress, E. (1999). The new confidentiality for the 21st century in a managed care environment. *Social Work*, 44(3), 253-262.
- Rogge, M.E., & Combs-Orme,T. (2003). Protecting children from chemical exposure: social work and U.S. social welfare policy. *Social Work*, 48(4), 439-450.
- Stein, T.J. (2003). The Adoption and Safe Families Act: how Congress overlooks available data and ignores systemic obstacles in its pursuit of political goals. *Children and Youth Services Review*. 25(9), 669-682.
- Witkin, S. L. (1998). Is Social Work an Adjective? *Social Work*, 43(6), 483-486.

Sessions 4-5: Policy competencies and concepts of diversity, power, social and

economic justice, critical thinking, and social construction used in policy practice

Readings:

Required text (2007), Ch. 3, “Conceptual Foundations of Social Welfare Policy,”
Ch. 5, “Social Justice and Civil Rights”

Beverly & McSweeney (1987), Ch. 3, “Social Justice and the U.S. Economic System”

Homan (2008), Ch. 6, “Power”

Iatridis (1994), Ch. 3, “Ideology and Social Justice”
Ch. 5, “Economics: The Epicenter of Social Policy”

Jansson (2008), Ch. 2, “Articulating Four Rationales for Participating in Policy Advocacy,”
(This chapter includes ‘ethical... ideological...analytic...political...reasons for advocacy
(some important concepts are beneficence, policy-sensitive, policy related practice,
economic inequality...powerless and vulnerable populations and policy advocacy)

Karger, Midgley, & Brown (2003), Part II, “Poverty, Inequality, and Social Policy”

Dolgoff & Feldstein (2003), Ch. 10, “Social Welfare Programs: Sustaining Quality of Life”
Ch. 11, “Nonprofit and Private Social Welfare”
Ch. 13, “ Social Work: Functions, Contexts, and issues”
Ch. 14, “Social Trends Affecting Social Welfare”

Breton, M (2002). Empowerment practice in Canada and the United States: restoring policy
issues at the center of social work. *The Social Policy Journal*, 1(1), 19-34.

Christy-McMullin,K, (2002). Designing policies that address the relationship between woman
abuse and economic resources. *Journal of Sociology and Social Welfare*, 29(3), 109-124.

Crewe, S.E. (2002). Motivated but fearful: welfare reform, disability, and race. *Journal of Health
and Social Policy*, 16(1/2), 55-68.

Ino, S.M. & Glickens, M.D.(2002). Understanding and treating the ethnically Asian client: a
collectivist approach. *Journal of Health and Social Policy*, 14(4), 37-48.

Jansson (2008). Revisit for its emphasis on policy practice.

Kirst-Ashman, K.K. & Hull, Jr., G.H. (2006). *Generalist Practice with Organizations and
Communities*. (3rd Edition). Belmont, Ca.: Thomson. Read all references to social justice
and critical thinking in the book.

- Kopelman, L.M. (1996). Ethical Assumptions and Ambiguities in the Americans with Disabilities Act. *Journal of Medicine and Philosophy*, 21(2), 187-208.
- NASW Code of Ethics (available at: <http://www.csw.utk.edu>). Revisit for the social justice references.
- Segal, E.A., & Kilty, K.M. (2003). Political promises for welfare reform. *Journal of Poverty*, 7(1/2), 51-67.
- Sherraden, M.S., Slosar, B., & Sherraden, M. (2002). Innovation in social policy: Collaborative policy advocacy. *Social Work*, 47(3), 209-221.
- Simon (1994). *The Empowerment Tradition*. Glance through the book and read Chs. 7-8, "Recent Practice: Context and Influences, 1945-1994;" "Recent Visions of Empowerment Practice, 1945-1994."
- Swank, E. (1998). Clinton's domestic policy makers: Big business, think tanks, and welfare reform. *Journal of Poverty*, 2(1), 55-78.
- Thomas, S.L. (1998). Race, gender, and welfare reform: the anticatalyst response. *Journal of Black Studies*. 28(4), 419-446.

Session 6: Evidence-based Practice and Policy Practice: An Integrated Approach

Required text (2007), Ch. 14, "The Impact of Social Welfare Policy"

Cetingok, M. & Rogge, M. (2006). Democratic Models and Social Development. *Social Development Issues*, 28(3), 1-15.

Datta, S. & Varalakshmi, V. (1999). Decentralization: An effective method of financial management at the grassroots (evidence from India). *Sustainable Development*, 7(3), 113-120.

Hardiman, E.R., Theriot, M.T. & Hodges, J.Q. (2005). Evidence-based practice in mental health: implications and challenges for consumer-run programs. *Best Practices in Mental Health*, 1(1): 105-122.

Rubin, A. (2007). *Statistics for Evidence-Based Practice and Evaluation*. Belmont, CA: Wadsworth. (Read through to supplement our coverage of understanding how statistics could be used in the integration of research findings into evidence-based practice.)

Session 7: Mid-term exam (Assigned readings and class notes to date)

Sessions 8-9: Policy Formulation and Analysis as key competencies, formulation and analysis models (concepts of justice, power, critical thinking, social construction integrated)

Readings:

Required text (2007), Ch. 3, "Conceptual Foundations of Social Welfare Policy,"
Ch. 5, "Social Justice and Civil Rights,"
Ch. 6, "Analyzing Social Welfare Policies"

Dolgoff, & Feldstein (2003). Ch. 7, "Examining a Social Welfare Program: Structural Components, Alternative program Characteristics, and Evaluation"
Ch. 8, "The Welfare Society and Its Clients"

Gilbert & Terrell (2005), Ch. 2, "The Modern Welfare State"
Ch. 3, "A Framework for Social Policy Analysis"
Ch. 4, "The Basis of Social Allocations"
Ch. 5, "The Nature of Social Provisions"
Ch. 6, "The Design of the Delivery System"
Ch. 7, "The Mode of Finance: Source of Funds"
Ch. 8, "The Mode of Finance: Systems of Transfer"
Ch. 9, "Policy Dimensions: International Trends in the Twenty-First Century"

Haynes & Mickelson (2006), *Affecting Change*, Ch. 5, "Policy Models for Political Advocacy"
Ch. 6, "The Practitioner's Influence on Policy"
Ch. 7, "Influence Through Lobbying"

Jansson (2008), Ch. 14, "Troubleshooting and Assessing Implemented Policies"

Karger & Stoesz (2002), Ch. 2, "A Framework for Social Policy Analysis"

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Sessions 10-11. Historical development of social welfare and descriptions of major public social welfare policies in the United States (economic and social security, poverty, health, children and families, and old age/aging at Federal, state, and local levels of formulation and implementation)

Readings:

Required text (2007), Ch. 2, “Historical Foundations of Social Welfare”

Ch. 7, “Social Insurance”

Ch. 8, “Poverty and Economic Inequality”

Ch. 9 “The Impact of Economy: Employment, Budgets, and Taxes”

Ch. 10, “Children and Families”

Ch. 11, “Health Care Policy”

Ch. 12, “Aging and Social Welfare Policy”

Abramovitz (1998), *Regulating the Lives of Women*. Ch. 1, "Feminist Perspective on the Welfare State" and glance through the rest of the book.

Dolgoff & Feldstein (2003), Ch. 2, "Social Values and Social Welfare"

Ch. 3, "Social Values and Social Welfare: England from the Middle Ages Onward"

Ch. 4, "Social Values and Social Welfare: The American Experience"

Ch. 5, "America, Poverty, Two Paths: The American Experience II"

Ch. 9, "Current Social Welfare Programs-Economic Security"

Ch. 10, "Social Welfare programs: sustaining the Quality of Life"

Gilbert & Terrell (2005), Ch. 2, "The Modern Welfare State"

Haynes & Mickelson (2006), Ch. 3, "The Emergence of Social Work Polity"

Session 12. Contemporary social welfare service delivery approaches in the US and other countries (selected international comparisons)

Readings:

Required text (2007), Ch. 4, "The Delivery of Social Welfare Services"

Ch. 13, "United states Social Welfare Policies and International Comparisons"

Gilbert & Terrell. (2005), Chapter 6, "The Design of the Delivery System"

Jansson (2008), for references to service structure and delivery system (pp.258-294)

Jansson. (1993), *The Reluctant Welfare State*. Ch. 12, "The Political Economy of the American Welfare State"

Ch. 13, "Taking Sides" (i.e., Policy Positions)

McInnis-Dittrich (1994), Ch 3, "The External Environment of Social Service Agencies"

Ch. 4, "The Current Welfare System: A Patchwork of Programs"

Austin, M.J., & Prince, J. (2003). The implications of managed care and welfare reform for the integration of health and welfare services. *Journal of Health and Social Policy*, 18(2), 1-19.

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Sowers, K.M. & Rowe, W.S. (2007). *Social Work Practice & Social Justice: From Local to Global Perspectives*. Belmont, California: Thomson. Glance through the pages of this book for references to global social work policies and practices in various fields of social work.

Ward, H. (2004). Working with managers to improve services: changes in the role of research in social care. *Child and Family Social Work, 9*(1): 13-25.

Sessions 13-14: Student presentations and debates on selected policies

Readings:

Required text and texts by Gilbert and Specht, Dobelstein and DiNitto are to be reviewed.

In addition to your readings from the textbooks and articles for your presentation preparations, you are expected to explore and exhaust the resources of the WEB (Internet) for a full, up-to-date, and comprehensive coverage of your policy areas.

Exam Week: End-of-semester Examination (During the Exam Week designated by the University)

Readings: Assigned readings and class notes to date.

**THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

Instructor

Dr. Muammer Cetingok

SW510- Social Work and Social Welfare Policies and Programs

IMPORTANT: SELECTED BIBLIOGRAPHY IS PART OF YOUR COURSE OUTLINE. ADDITIONAL READINGS, IN ADDITION TO THE ONES ALREADY APPEARING UNDER THE SESSION HEADINGS, MAY ALSO BE ASSIGNED FROM THIS BIBLIOGRAPHY AND/OR OTHER RESOURCES TO BE ADDED.

ACADEMIC YEAR 2007-2008

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WORLD WIDE WEB PAGES OF IMMEDIATE RELEVANCE AND IMPORTANCE:

[HTTP://WWW.DHHS.GOV](http://www.dhhs.gov)

[HTTP://WWW.WHITEHOUSE.GOV](http://www.whitehouse.gov)

[HTTP://WWW.STATE.TN.US](http://www.state.tn.us)

[HTTP://WWW.CONGRESS.GOV](http://www.congress.gov) ([HTTP://THOMAS.LOC.GOV](http://thomas.loc.gov))

(Note: As you come across other web sites of relevance, please make use of them as you read and review for your assignments.)

MAJOR NEWSPAPERS AND NEWS MAGAZINES are also to be reviewed for class discussions, and for policy formulation and analysis purposes, as well.

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