

**UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

SW 510 Social Work and Social Welfare Policies and Programs

(2 credit hours)

Instructor: Kim Crane Mallory, MSSW

Class time: Mondays, 5:30pm-7:20pm

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Office Hours: Mondays, 5:00pm-5:30pm; 7:30pm-8:00pm and 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.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. (*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. (*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. (*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. (*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. (*content: analyze policy using policy analysis frameworks; be able to write policy briefs; utilize debate; write proposals for policy change*).

Course Requirements:

Two texts and readings are assigned. All readings are available at the Library Reserve. In addition to assigned articles, students are encouraged to read independently from the professional journals. Additional readings may be assigned during the course of the semester.

The course will include lectures, class discussions, and class exercises. Graded assignments will include a mid-term examination, a policy analysis paper, and a policy testimony. Students are expected to actively participate in class. Late assignments are not accepted unless a student has worked out a previous agreement with the instructor. All written assignments should be double spaced and sources should be documented and referenced, using APA format. The final grade will be determined as follows:

- policy analysis paper (35%);
- mid-term exam (40%);
- policy testimony (25%)

Grading Scale

A: (95-100) Outstanding/Superior. Student consistently exceeds expectations.

B+: (90-94) Above Average. Student consistently meets, and occasionally exceeds, normal expectations for the course.

B: (85-89) Average. Student consistently meets normal expectations for the course.

C+: (80-84) Below Average. There is unevenness in grasping course content. Student is inconsistent in meeting normal expectations for the course.

C: (70-76) Poor. There is lack of understanding of course content. Student does not meet course expectations.

F: (69-Below) Very Poor. Course expectations are not met. There is a lack of attendance or incomplete assignments.

Course Texts:

Required:

Karger & Stoesz (2006). American Social Welfare Policy (5th ed.) Allyn & Bacon Pub.

Rocha, C. (2007). Essentials of Social Work Policy Practice. Hoboken, NJ: Wiley & Sons

Other readings will be available on Library Reserve.

Criteria for the policy analysis and policy testimony are as follows:

Policy Analysis:

Your readings on policy analysis provide frameworks for analyzing policy. Use one of these frameworks to analyze your chosen policy. Use government documents, historical analyses and research articles to answer the following questions. You may do the policy analysis in pairs or small groups:

1. What policy will you analyze? Describe when the policy was enacted and at what level of government. (5pts.)

2. What social problem is the policy designed to alleviate? Provide appropriate Literature review of the problem addressed. Critically analyze the issues surrounding the problem. (20pts.)

3. Description of the Policy (35pts total)

What benefits or services are provided by the policy? (5pts.)

Who is eligible for the program? (5pts.)

How is the program financed? (5pts.)

How is the program administered? (5pts.)

Is the program: residual, institutional (5 pts.)

Selective, universal (5 pts.)

Public, private (5 pts.)

4. Analyze the program/policy using one of the frameworks provided in your readings as guides (30pts.)

Examples: Adequacy, equity, efficiency, political feasibility, legality, or economic feasibility.

Has the program alleviated the problem? Have there been intended or unintended consequences?

Make sure this section has an argument: what is your thesis or hypothesis, than provide information to back up your assertion.

5. APA style, page numbers, headings (10pts).

Policy Proposal: Testimony

Page 142 of Rocha's (2007) Essentials for Social Work Policy Practice provides tips on how to successfully testify before a legislative committee. Make sure that you follow both sections: the substance and the structure. Although this is not a policy brief, you must be familiar with the arguments that may be presented against your proposal. Thus you will want to anticipate these in your testimony and refute them.

You may use your policy analysis as the backdrop for your testimony. In other words, if there are changes that could be made to the policy, based on your analysis of it, you

may choose this issue to use as the subject of your testimony. The testimony will be graded as follows:

1. Introduction: Who you are and who you represent. Thank the committee for hearing your testimony (5 pts.)
2. Body: Discuss the bill, give your argument of the specific route the legislation should take. Base this on statistics, research, law, stories, etc.(40 pts.)
3. Be able to state why your proposal is better than alternative suggestions (refute potential arguments against your proposal). (30 pts.)
4. Closing remarks (sum up your proposal, thank the committee again, and provide contact information. (20 pts.)
5. Appropriate page length, grammar, alignment with instructions for testimony in the book. (5 pts.)

Readings and Course Outline:

PART 1 - NATURE OF SOCIAL POLICY, SOCIAL POLICY ANALYSIS AND POLICY PRACTICE

Class 1: Monday, August 27

Course overview. Review syllabus, class assignments, required texts, assigned readings, academic integrity. Computer use exercise in library research.

Defining social welfare policy.

- The Legislative Process.
- The U.S. Political Economy

Monday, September 3: No Class—Labor Day

Class 2: Monday, September 10

Analyzing and Monitoring Social Welfare Policy.

Policy Description and analysis

Monitoring policy implementation

Readings due for this class:

Karger & Stoesz Chapter 1, American Social Welfare Policy

Karger & Stoesz Ch. 2, S.W. Policy Research: A Framework for Policy Analysis

Rocha, Ch.8. Essentials of Legislative Policy Practice

Rocha, Ch. 9. Monitoring the Bureaucracy and Creating Change within Organizations.

Class 3 Monday, September 17

Policy Practice and Policy Implementation

Affecting Change.

Readings due for this class:

Rocha, Chapter 1, Introduction to Community-based Policy Practice

Rocha, Chapter 2, Essentials of the Planning Process

Discussion: Clarifying different analysis strategies

Discussion: Relationship between policy analysis and policy practice

PART II – ANALYZE AND SYNTHESIZE HISTORICAL, EVIDENCE-BASED DATA AROUND SOCIAL PROBLEMS AND POLICIES

Class 4 Monday, September 24

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

History of Social Welfare Policy
Two Ideological roots: Institutional vs residual views of social welfare.
The Three Discoveries of Poverty.

Readings due for this class:

Chapters 3-5: Dolgoff, R. & Feldstein, D. (2007). Understanding Social Welfare Policy (on reserve):

Chapter 3. Social Values and Social Welfare: England from the middle ages onward,

Chapter 4. Social Values and Social Welfare: the American Experience,

Chapter 5. America, Poverty, Two Paths.

And pp. 302-314 – Emergence of the Profession

Class 5: Monday, October 1

Issues of Discrimination and Oppression - historical trends in American Society.

Value Bases of Social Welfare Policy

Poverty and Vulnerable populations

The feminization of poverty

The Working Poor

Readings due for this class:

Karger & Stoesz, Chapters 4 to page 85. and chapter 5.

Rocha, C. (1997). The Working Poor. Encyclopedia of social Work. 1997 Supplement. (library Reserve)

Rogge, M. & Combs-Orme, T. (2003). Protecting children from chemical exposure: Social work and U.S. social welfare policy. *Social Work*, 48(4), 439-450.

Class 6: Monday, October 8

Contemporary Social Trends Affecting Social Welfare

GLBT Population

Immigration

Aging Population

Readings due for this class:

Karger & Stoesz, pp. 86-94, GLBT and Aging: Two populations at risk.

Caro, F. & Morris, R. (2002) Devolution and aging policy *Journal of Aging and Social Policy* 14 (3/4), 1-14.

Lee-Y, 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.

PART THREE: ANALYZE AND SYNTHESIZE CURRENT POLICIES AT LOCAL, STATE, NATIONAL, AND INTERNATIONAL LEVELS

Class 7: Monday, October 15

Organization and Structure of American Social Welfare System
U.S. Social Policies and programs for senior and disabled citizens
Social Security (OASDI)
Supplemental Security Income (SSI)
Medicare
Americans With Disabilities Act

Readings due for this class:

Karger & Stoesz, Chapters 10, 12, & 13
Dolgoﬀ & Feldstein pp. 379-385

Discussion: the Social Security Crisis.

Class 8: Monday, October 22

U.S. Social Policies and programs for workers
Unemployment insurance
Workers Compensation
Family Leave Policy
Earned Income Credit
Affirmative Action

Readings due for this class:

Karger & Stoesz, Chapter 10 and pp. 233-236

Class 9: Monday, October 29

U.S. Social policies and programs for the poor
AFDC, Nutritional Programs: Food Stamps, WIC
Medicaid, Housing,

Readings due for this class:

Karger & Stoesz, 11, 16, 17
Dolgoﬀ & Feldstein, pp. 364-369 (on reserve)
Movie: Sicko

Class 10: Monday, November 5

International Comparisons: Contemporary Social Welfare Policy
Comparing Industrialized Countries
The Concept of the Social Economy

Readings due for this class:

Karger & Stoesz, Chapter 18
Dolgoﬀ & Feldstein, pp. 357-363 & 376-382

Rocha, C. (In press) Chapter Ten: The Future of U.S. Family Policy in a Global Context (Library Reserve).

Rocha, C. (2007). The Relationship of Government Social Expenditures and Market Driven Economic Indicators to Measures of Well-Being: An International Comparison. Social Development Issues (library reserve)

Discussion: How we measure development across nations.

Class 11: Monday, November 12

Exam

PART IV: ANALYZE THE SOCIAL CONSTRUCTION OF POLICY PROCESSES THAT IMPACT THE DELIVERY OF CULTURALLY RESPONSIVE SERVICES

Class 12: Monday, November 19

Ethics and values in the Policy Process

Underlying Assumptions of Social Policy

Readings due for this class:

Dolgoft & Feldstein (2007), Ch. 1: Socioeconomic structure, human needs, and mutual responsibility (library reserve)

Gil, David. Unraveling Social Policy, Chapter 9. (library reserve)

Hand out: NASW Code of Ethics

Discussion: How have societal values defined welfare?

Policy Analysis Papers Due

Class 13 Monday, November 26

Issues in social welfare policy that promote or prevent social and economic justice

Privatization

Corporate Welfare

Tax Policy

Economic Justice

Readings due for this class:

Karger & Stoesz, Chapters 7 and 9

Rocha & McCarter (2004), Strengthening Economic Justice in Social Work Education, *Arete*, 27 (2), 1-16

Abromovitz, Mimi (2001). Everyone is still on Welfare, *Social Work*, 45 (4), 297-309.

Class 14: Monday, December 3

Testimonies Due

Supplemental Readings*:

- Department of Health and Human Services (2000). Status of Research on the Outcomes of Welfare reform. A Report to the Congressional Appropriations committees. Available [online] www.aspe.hhs.gov/hsp/welf-ref-outcomes00.
- Department of Health and Human Services (2002). Status Report on Research on the Outcomes of Welfare reform. A Report to the Congressional Appropriations committees. Available [online] www.aspe.hhs.gov/hsp/welf-ref-outcomes02.
- Dolgoff, R. & Feldstein, D. (2007) *Understanding Social Welfare: A Search for Justice* (7th Ed.) Boston: Allyn & Bacon.
- Edelhoch, M. (1999). Welfare reform in South Carolina: "Roughly right" social policy. *Social Policy* (Spring).
- Elwood, D.T. (1996). Welfare reform as I knew it. American Prospect. May/June 1996.
- Gil, D. (1999). Unraveling Social Policy. Boston: Schenkman.
- Gilbert, N. and Terrell, P. (2005). *Dimensions of Social Welfare Policy*, 6th Ed., Englewood-Cliffs: Prentice-Hall.
- Harrington, M. (1985). The Other America: Poverty in the United States. New York: Longman Press.
- Kartz, M., Ed. (1993). The Underclass Debate. Princeton: Princeton University Press.
- Lens, V. (2002). TANF: What went wrong and what to do next. Social Work, 4 (3), 279-290.
- Nudelman, J. (2000). The impact of Job Training Partnership Act programs for adult welfare recipients. In B.S. Barnow and C.T. King (Eds.). *Improving the Odds: Increasing the Effectiveness of Publicly Funded Training*. Washington D.C.: The Urban Institute Press.
- Richmond, M. (1917). Social Diagnosis. New York: R. Sage Foundation.
- Rose, S.M. (2000). Reflections on Empowerment-Based Practice. Social Work, 45(5), 403-412.
- Rosenthal, M.G. (1994). Single mothers in Sweden: work and welfare in the welfare state. Social Work, 39(3), 270-279.

*Additional readings may be assigned at the discretion of the instructor.