

**UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

SW 510 Social Work and Social Welfare Policies and Programs

(2 credit hours)

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Time: Monday 6:45 – 8:45 pm
Location: 306 Henson Hall
Section: 002
Office Hours: Monday 3:30 – 4:30 pm
Thursday 1:00 – 2:00 pm
& 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, 2008).

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 2227 Dunford Hall (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 to advocate for basic human rights (Policy-F.2, F.4.; 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*).

Course Requirements/Plan for Evaluation

The course format will include lectures, class discussions, and class exercises. Students are expected to read assigned readings in advance and be prepared to discuss them in class. Students are also expected to attend classes and arrive on time. Assignments should be submitted by the due date/time. Late assignments will be marked down. Any requests for exceptions MUST be approved by the instructor PRIOR to the class when the assignment is due. No exceptions will be made for assignments that are late because of technological problems (e.g., printer or computer problems). All written assignments should be double-spaced and sources should be documented and referenced, using APA format.

Policy Analysis Paper	100 points
Policy Proposal Testimony	100 points
<u>Exam</u>	<u>100 points</u>
Total Points	300 points

Grading Scale

A	=	270 – 300 points
B+	=	261 – 269 points
B	=	240 – 260 points
C+	=	231 – 239 points
C	=	210 – 230 points

Assignment Descriptions

Policy analysis paper (100 points)

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 in groups of three. This assignment is due at the beginning of class session 13 on November 24th.

1. What policy will you analyze? Describe when the policy was enacted and at what level of government. (10 points)
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. (20 points)
3. Description of the Policy
 - a. What benefits or services are provided by the policy? (5 points)
 - b. Who is eligible for the program? (5 points)
 - c. How is the program financed? (5 points)
 - d. How is the program administered? (5 points)
 - e. Is the program: residual, institutional (5 points)

- f. Selective, universal (5 points)
 - g. Public, private (5 points)
4. Analyze the program/policy using one of the frameworks provided in your readings as guides. Has the program alleviated the problem? Have there been intended or unintended consequences? (25 points)
 - Considerations for your analysis: Adequacy, equity, efficiency, political feasibility, legality, or economic feasibility.
 - Has the program alleviated the problem? Have there been intended or unintended consequences? What is the NASW position on the policy/program?

Important: Be sure this section has a clearly stated argument--what is your thesis or hypothesis? Also, be sure to provide information to back up your assertion.
 5. APA style, page numbers, headings (10 points)

Policy Proposal: Testimony (100 points)

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. You will hand in a summary and present your testimony in class session 14 on December 1st. The testimony will be graded as follows:

1. Introduction: Who you are and whom you represent. Thank the committee for hearing your testimony. (5 points)
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 points)
3. Be able to state why your proposal is better than alternative suggestions (refute potential arguments against your proposal). (30 points)
4. Closing remarks (sum up your proposal, thank the committee again, and provide contact information. (20 points)
5. Appropriate page length, grammar, following the directions for a testimony in the book. (5 points)

Exam (100 points)

The exam will cover readings and class lectures/discussions. The exam will be given on November 17th (session 12). The following study guide provides specific topics that will be included on the exam:

SW 510 Exam Study Guide

General Social Welfare Concepts

- Universal vs. selective
- Institutional vs. residual
- Categorical
- Public vs. Private
- Profit vs. Nonprofit
- Stigma
- Means tested
- Devolution
- Privatization
- Block grants

The structure of policies and programs

- Historical background of the policy (evidence-based data)
- Description of the problem (local, state, national, & international manifestations)
- Description of the policy
- What is the program purpose?
- What are eligibility requirements?
- What is included in the program benefits?
- How might benefits be provided?

Policy Analysis

- Political feasibility
- Economic feasibility
- Effectiveness
- Equity
- Adequacy (vertical and horizontal)

Policy Practice

- Which branches of government create policy?
- How can legislative bodies kill a bill without voting on it?
- What are some change strategies, techniques and tactics in policy practice?

Poverty and Distribution of Income and Taxation

- Differences between progressive and regressive taxation
- Understand the concept of a two-tiered society
- Distribution of income over time
- The relationship between minimum wage and poverty
- Understand what fiscal welfare is and who is likely to get it.
- How the poverty threshold was created
- Rates of Poverty among groups

Historical and contemporary significance of the following concepts:

- Family responsibility
- Secularism - state responsibility for the poor

- Residency (legal settlement)
- Proof of need (definition of own resources)
- Categorizing poor between deserving and undeserving poor
- Less eligibility, less desirable: never make more than lowest worker
- Indoor versus outdoor relief

Historical events and/or policies:

- British Social Welfare
 - Poor Law of 1601
 - Speenhamland Experiment
 - Poor Law Reform of 1834
 - British Social Insurance of 1906
- United States Social Welfare:
 - Homestead Act
 - 1854 Mental Ill Reform
 - Freedmans Bureau
 - Progressive Era
 - Depression – what’s a Hooverville?
 - War on Poverty
 - 1877: Charity Organization Society
 - 1884: Settlement Houses

Three Discoveries of Poverty – Know dates, issues and policies:

1. Progressive Era
2. The New Deal
3. War on Poverty

Comparisons of the United States with other industrialized countries on key welfare issues.

Major federal social welfare programs:

(Who is targeted for benefits?)

(Universal or means-tested?)

- Americans w/ Disabilities Act (ADA)
- Family Medical leave Act (FMLA)
- Earned Income Tax Credit (EITC)
- TANF
- Food Stamps
- WIC
- Medicare
- Medicaid
- Social Security (OASDI)
- Supplemental Security Ins (SSI)
- Unemployment Insurance
- Workers Compensation

Required Texts:

Dolgoff, R. & Feldstein, D. (2007) *Understanding Social Welfare: A Search for Justice (7th Ed.)*
Boston: Allyn & Bacon.

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

Other required readings are available through Blackboard and Hodges Library Reserve.

Tentative Course Outline:

Part I: Nature of social policy, social policy analysis and policy practice

Session 1 (August 25)

Course overview. Review syllabus, class assignments, required texts, assigned readings, academic integrity.

Session 2 (September 8)

Defining social welfare policy.
The legislative process
The U.S. political economy

Readings:

Dolgoff & Feldstein, Chapters 1 & 6

Rocha, Chapter 8 Essentials of legislative policy practice

Session 3 (September 15)

Analyzing and monitoring social welfare policy.
Policy description and analysis
Monitoring policy implementation

Readings:

Karger & Stoesz. Ch. 2, Social Work Policy Research: A Framework for Policy Analysis (*Blackboard*)

Rocha, Chapter 9, Monitoring the bureaucracy and creating change within organizations.

Session 4 (September 22)

Policy practice and policy implementation
Relationship between policy analysis and policy practice
Affecting change

Readings:

Rocha, Chapter 1, Introduction to community-based policy practice

Rocha, Chapter 2, Essentials of the planning process

Part II: Analyze and synthesize historical, evidence-based data around social problems and policies

Session 5 (September 29)

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

Readings:

Dolgoff & Feldstein, Chapters 2 - 4

Session 6 (October 6)

Issues of discrimination and oppression - historical trends in American society

The three discoveries of poverty

Value bases of social welfare policy

Poverty and vulnerable populations

The feminization of poverty

The working poor

Readings:

Dolgoff & Feldstein, Chapter 5

Rocha, C. (1997). The Working Poor. *Encyclopedia of social Work*. 1997 Supplement. (*Blackboard*)

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. (*Blackboard*)

Session 7 (October 13)

Contemporary social trends affecting social welfare

GLBT population

Immigration

Aging Population

Ethics and values in the policy process

Underlying assumptions of social policy

How societal values define welfare

Readings:

Dolgoft & Feldstein, Chapter 14

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 III: Analyze and synthesize current policies at local, state, national, and international levels

Session 8 (October 20)

Organization and structure of American social welfare system
U.S. social policies and programs for senior and disabled citizens
Social Security (OASDI) & the social security crisis
Supplemental Security Income (SSI)
Medicare
Americans With Disabilities Act

Readings:

Dolgoft & Feldstein, Chapters 7 & 8

Session 9 (October 27)

U.S. Social Policies and programs for workers
Unemployment insurance
Workers compensation
Family leave policy
Earned Income Credit
Affirmative Action

Readings:

Dolgoft & Feldstein, Chapter 9

Session 10 (November 3)

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

Readings:

Dolgoft & Feldstein, Chapters 10 & 11

Movie: *Sicko*

Session 11 (November 10)

International comparisons: Contemporary social welfare policy
Comparing industrialized countries
Measuring development across nations

Readings:

Dolgoff & Feldstein, Chapter 15

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. (*Blackboard*)

Session 12 (November 17)

Exam

Part IV: Analyze the social construction of policy processes that impact the delivery of culturally responsive services

Session 13 (November 24)

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

Privatization

Corporate Welfare

Tax Policy

Economic Justice

Readings:

Gil, David. *Unraveling Social Policy*, Chapter 9 (*Blackboard*)

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

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

Policy Analysis Papers Due

Session 14 (December 1)

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