THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

SW 510 Social Work and Social Welfare Policies and Programs
Section 007
3 credit hours
Spring 2016

Instructor: Suzanne Shatila Phone: 612-749-2510
Class Time: Online Email: sshatila@utk.edu
Office Hours: 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.csw.utk.edu). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

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).

University Civility Statement
Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: http://civility.utk.edu/

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 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

Dimensions of Diversity
The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), “the dimensions of diversity are understood as the intersectionality of multiple factors including” age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. “A person's diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

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 policy.

Course Competencies

By the completion of this course, the students are expected to be able to demonstrate:

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. 4.1, 4.3, 4.5 (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. 2.3, 2.4, 3.4 (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. 2.2, 2.3 (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. 1.1, 4.2, 4.3, 1.2 (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. 4.5 (content: analyze policy using policy analysis frameworks; be able to write policy briefs; utilize debate; write proposals for policy change).

Course Requirements: One text book and other outside readings are assigned. All readings other than the textbook are available on Blackboard. Students are expected to participate in the discussion board forums in an active and involved manner. In addition to assigned articles, students are encouraged to read independently from both professional journals and current news. Additional readings may be assigned during the course of the semester. Students are also encouraged to share outside resources they find related to topics discussed with other students.

The final grade will be determined as follows:

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<tr>
<th>Component</th>
<th>Percentage</th>
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<td>Quizzes</td>
<td>12%</td>
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<td>Literature Review</td>
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<td>Discussion Board Group Project</td>
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<td>Discussion Boards</td>
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<td>Individual Policy Brief or Group Poster Presentation</td>
<td>25%</td>
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<td>Letter to the Editor</td>
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Revised December 4, 2015
Late Assignment Policy
All class assignments are expected to be submitted on their specific due date. Any assignment NOT submitted on the specified due date is subject to a penalty of two (2) points per day (no exceptions) until the assignment is turned in. Unless an alternative deadline has been agreed upon by the professor prior to the deadline, any assignment that is more than 7 days overdue will not be accepted—NO EXCEPTIONS.

The final course grade will be based on the following:
A = 95-100 (Superior performance, exceeds expectations)
B+ = 90-94 (Better than satisfactory performance)
B = 85-89 (Satisfactory performance, meets expectations)
C+ = 80-84 (Less than satisfactory performance)
C = 73-79 (Performance well below the standard expected of graduate students)
D = 66-72
F = <66

Class Participation
As this is an online course, the only way you will receive credit for class participation is by participating in the discussion boards.

Course Texts:

Please note that you can use either the 3rd or 4th edition. The 3rd edition is cheaper which is why that edition is listed. Both editions can either be purchased or rented.

Other readings will be available are on Blackboard.

A note about plagiarism
Don’t do it! Any student who is found to plagiarize in this class will automatically receive a failing grade. Be sure to cite everything and anything that is not your original thought. This means using APA citations in papers (though you can use foot notes or end notes for the policy brief) and only submitting papers that are your original work. At UT we use something called Safe Assign, which means if you use a paper previously submitted for a class at UT or any other university, if the paper can be found online, etc., you will be caught, so just don’t do it. Not plagiarizing also means citing your sources on essay questions on quizzes as well as in your discussion board posts if you are using other sources than the ones assigned for class. If it looks like you are trying to pass the work of someone else off as your own, you will receive a failing grade. As social work students, you are expected to be ethical and honest practitioners. This means only submitting work that you have created on your own, using quotation marks, and citing the work of others.

Assignment Descriptions

Discussion Board (25%) Ongoing throughout semester (CC# 1-5)
One of the easiest ways for students to earn points toward the final grade is to participate in the discussions on Blackboard. Students will be expected to post comments related to the weekly topic. A topic will be open for discussion on the Monday of each week and will close on Friday. Any posts made after Friday night at 11:59 PM CST will not count towards the student's grade. It is suggested that students post at least 4 meaningful comments each week in order to receive full credit (i.e. don’t just say, “I agree” instead post your own thoughts). Students must make their first post before the last day of the discussion board in order to receive full credit. Please do not wait until Friday to make 4 posts. This is a discussion and post should be made earlier in the week to allow time for other students to comment on posts. Weekly topics are posted in the syllabus and can also be found in the Discussion Board forums on Blackboard.

Literature Review (15%) Due February 3 (CC #1, 4, and 5)
During the semester, students are expected to either develop a policy brief to submit it to a policy maker or create a poster presentation to submit for display at Social Work Day on the Hill. In order to prepare for these projects, students should select a piece of legislation at the beginning of the semester. For this first assignment, students should complete a comprehensive lit review on the topic of their policy brief. **This is an individual project.**

While there may not be extensive literature available on a certain piece of legislation, there should be literature available on the target population impacted by the legislation or on the problems the legislation seeks to address. For example, let’s say you want to develop a policy brief or poster presentation on SB2580, a TN bill that mandated the TN Department of Human Services to randomly drug test TANF applicants. While there may not be extensive research on the effectiveness of this particular proposed bill, there is research available on prevalence of drug use among TANF recipients, the cost of conducting random drug tests, etc. You could also check into whether or not legislation has been passed in other states to assess the effectiveness of similar policy. Your lit review should cover the research available on those topics.

- Your lit review must cover a minimum of four peer reviewed, scholarly works. This may include books and research articles published in journals. Avoid including text books, dictionaries, and newspaper articles in your lit review. **Also, Wikipedia should never be used or cited as a source.**
- Your review should include at least one report published by a government entity or agency, such as Health and Human Services, the Congressional Research Service, the USDA, Department of Education, etc.
- Your review should also include at least one report published by a credible nonpartisan think tank or philanthropic group, such as Mathematica, MDRC, The Urban Institute, the Brookings Institute, etc.
- Your lit review should be between 5-7 pages, not including your title page and reference page.
- You may include an abstract, but it is not required.

Here are links for more information on how to write a literature review.
http://www.duluth.umn.edu/~hrallis/guides/researching/litreview.html
http://owl.english.purdue.edu/owl/resource/560/13/
http://faculty.mwsu.edu/psychology/Laura.Spiller/Experimental/sample_apa_style_litreview.pdf This is a sample lit review

**Discussion Board Small Group Project (20%) Ongoing through semester, weeks of February 8, February 15, February 22, and February 29 (C #1-5)**

Students are expected to gain an understanding of policy analysis through this class. Based on the Critical Model for Social Welfare Policy Analysis from our text book on page 97, students will work in groups to discuss a population within the United States, social problems impacting this group, and relevant polices that affect that population. This discussion will last for four weeks.

**Topics for each week**

1. **Treatment of population in the United States.**
   a. Does this group have power in this country? Why or why not?
   b. What are barriers to services and/or full inclusion in society that this group experiences.
   c. What specific issues does this group experiences?
   d. Who benefits from creating barriers or from preventing this group from experiencing full privileges and enjoying civil rights in this country?
   e. Does this group experiences stigma and discrimination? What are some examples?

2. **What laws, administrative rules, or polices impact this group?**
   a. What issues and or rights do these policies address?
   b. What were these laws and policies designed to do?
   c. Are there holes or gaps in services that prevent policies from addressing the needs of this population?
   d. What are the intended or unintended consequences of these laws and policies?

3. **Are there additional laws and policies that should be developed?**
   a. Think about the actual impact and the legislative impact of previously developed polices and laws. What impact did they have on the population?
b. Are existing laws just?
c. Do existing laws compliment or conflict with the Social Work Code of Ethics?
d. What is our role in rectifying unjust laws, previous acts of injustice, or revising current policies (need tangible action steps; don't just say we should be advocates)?
e. What are the constraints we need to think about when addressing the needs of this population (funding, lack of functional systems or processes, stigma, public backlash to services, etc.)?
f. As a group, by the end of the week students should pick one policy as it relates to their larger group topic for the following week.

4. As a group, address the questions outlined on page 97 of our textbook. Look back at the previous discussions to help answer the questions. All topic areas must be addressed with at least two sentences for the group to receive credit. An example of this can be found on page 100 (Box 4.4) of the textbook.

Groups will address all of the questions and topics assigned for the week. Each student is expected to post a minimum of 4 times throughout the week and each group will need to answer all of the questions listed under each topic in order to receive full credit. As with other discussion boards, students will need to post between Monday and Friday of each week and must post throughout the week for full credit. If only one student posts answers for all of the questions, without any discussion from other students, the entire group will lose points.

Students will work in small groups to discuss one of the following policy areas. The subtopics listed below each policy area are suggested topics to discuss, but students may select their own to discuss as a group. Students will sign up for the groups at the beginning of the semester.

- **Individuals experiencing addiction**
  - Relevant polices and policy areas might include:
    - Minimum sentencing
    - Voter disenfranchisement for felons
    - The Anti-Drug Abuse Act of 1986
    - The Controlled Substances Act
    - Affordable Health Care Act as it relates to coverage for treatment

- **Members of the LGBTQI Community**
  - Relevant polices and policy areas might include:
    - The Defense of Marriage Act (DOMA) of 1996
    - Recent SCOTUS decision regarding marriage equality
    - Employment Nondiscrimination Act (ENDA)
    - Adoption policies
    - Religious exemptions to federal laws

- **Children and youth in the American Public Education System**
  - Relevant polices and policy areas might include:
    - No Child Left Behind
    - School Vouchers
    - Charter schools
    - Standardized testing
    - Head Start
    - State subsidized preschool/pre-k
    - Special Education

- **Low wage workers and individuals living in poverty**
  - Relevant polices and policy areas might include:
    - SNAP
    - Unemployment Benefits
    - Subsidized child care

Revised December 4, 2015
• Inflation
• Minimum Wage/Wage Stagnation/Income Inequality

**Individual Policy Brief and Legislature Contact OR group Poster Presentation (25%) March 9 (CC #1-5)**

Please note students only need to pick one of these projects to complete. One is a group project and the other choice is an individual project.

### 6.04 Social and Political Action*

*(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic needs to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions to meet basic human needs and promote social justice.*

*(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited peoples and groups.*

*Taken from the Social Work Code of Ethics, Section 6, The Social Workers’ Ethical Responsibilities to the Broader Society*

A goal of this course is for students to gain an applied understanding of contemporary social welfare policy matters. This means you should learn how to recognize and interpret policy issues in the real world and be able to discuss their significance with your coworkers, fellow advocates, etc. (Course Competencies 1, 3, 4, & 5).

Students will have the chance to pick one of two projects to complete during the first half of the semester. Both projects will help students gain an applied understanding of policy. **One is a group project (poster presentation) and the other is an individual project (policy brief),** but both will help students prepare for Social Work Day on the Hill, which is held each spring.

**Option 1-Policy Brief**

Each student must choose a bill that is either before the Tennessee legislature (or the Legislature of the state the student currently resides in) or the US Congress or that has been considered within the last 2 years. **This is an INDIVIDUAL project.**

Remember to pick a topic that is in the spirit of social work. While I will not assign topics for you to address, I cannot accept an assignment that goes against our Code of Ethics, i.e. avoid taking a stance that would limit the rights of others, marginalize a community, or oppress a group within this country. Please do not cause any ethical dilemmas for your dear professor.


The best policy briefs are:

- **Concise**—Legislator will not read lengthy, verbose reports;
- **Timely**—Addresses an issue of current public concern;
- **Action-Oriented**—Problem can clearly be addressed through legislation;
- **Evidence-Based**—evidence is cited and analyzed;
- **Professional**—Rational, without insulting, divisive or inflammatory rhetoric;
- **Feasible**—A problem(s) that can actually be solved or improved;
- **Accessible**—Free of jargon, clear, understandable language;

The Policy Brief will follow this outline:

- **Title of the paper**
- **Executive summary**
- **Context and importance of the problem**
- **Critique of policy option(s)**

Revised December 4, 2015
The policy brief should be **2-5 pages in length**, including charts, tables and graphs, but excluding references.

The bill must address an issue that impacts the quality of life for a marginalized, oppressed, and/or vulnerable group of people. If a clear connection between the policy and the impact on oppressed and vulnerable populations is not clear or cannot be established, the student will not receive full credit for this assignment.

**Sources of background information and supporting data**

Like any expert preparing a policy brief to support your legislative testimony, you will rely primarily on the evidence generated by sound research on your topic. For your policy brief, you must rely on **scholarly sources**, using AT LEAST:

- 3 articles published in peer reviewed research journals
  - You need to critically appraise your evidence.
- 2 reports published by think tanks or philanthropic and/or research organizations
  - e.g., Kaiser Foundation, Robert Wood Johnson Foundation, MDRC, the Urban Institute, Children’s Defense Fund, Institute for Women’s Policy Research, Commonwealth Fund, Brookings Institution, Annie E. Casey Foundation, Families in USA, etc.
- 2 Substantive Reports from Governmental Agencies
  - These may be generated by federal or state sources. Good federal sources for social welfare data include: U.S. Census Bureau, General Accounting Office, Centers for Disease Control, Office of Management and Budget, Congressional Budget Office, National Institutes of Health and Mental Health, Department of Health and Human Services and its constituent agencies.

You should use more references than these minimum requirements, but the **majority of cited material must be drawn from scholarly/research sources**. Also, be sure to use information distributed by reputable organizations that rely on sound research techniques. If you do not cite the minimum number for sources from each section listed above, you will lose points.

Once you have completed this brief you will email the brief to your chosen legislative representative and will BCC me on this email or forward the sent message to me. The body of the email should introduce the issue and then contain the brief as an attachment. The email will count for 25% of your grade on this assignment. Please remember to email your policy brief and to BCC me at sshatila@utk.edu.

**Things to remember**

- Please remember to cite everything! You can use end notes, foot notes, or APA parenthetical references. Any format works.
- You must include a reference page as part of your brief.
- Do not use logos for think tanks, research groups, or advocacy groups in your brief. This is to avoid having your brief look like it is from that organization.
- Do not address the brief to a certain legislator, format it like a letter, or mention yourself in the brief. You can do that in the email, but do not do this in your brief.
- Your brief should follow the outline specified on the previous page
- Your brief must be tied to a specific piece of legislation that impacts the area in which you live. If you live in TN, do not pick a bill being debated by the NY State Legislature.
- Remember to send your brief to the correct legislators. If your brief is on a bill up for consideration in Congress, do not email your policy brief to a TN State Legislator. You also want to email the folks who represent you. Even if a federal bill is being sponsored by a representative in another state, email your own rep in Congress. For state level bills you may also email the Governor in addition to your state level reps.
- Please do not send a brief that is not properly researched, is filled with grammatical errors, or simply looks sloppy. You are representing yourself and the school when you email your brief to an elected official.
Option 2-Group Policy Analysis Poster and Presentation Project

Students will complete a policy poster project IN GROUPS.

This project involves four parts:
1. The development of policy poster (based on your policy analysis);
2. The presentation of your policy poster information (using PowerPoint);
3. The abstract of your poster; and
4. Legislative contact.

The goals of this assignment are for you to identify how a current policy addresses a social problem and the delivery of services, to analyze the influences of the policy, and then to develop the recommendations to improve current policies and practices.

Small groups of no more than four students with similar policy interests should be formed by the third week of the semester if this project is chosen and then the group will meet periodically throughout the semester to complete the policy poster project. Group members will select one STATE LEVEL policy/issue interest. You may want to visit NASW website at http://www.socialworkers.org/advocacy/default.asp, 'Legislative Issues' for ideas.

The bill must address an issue that impacts the quality of life for a marginalized, oppressed, and/or vulnerable population. If a clear connection between the policy and the impact on oppressed and vulnerable populations is not clear or cannot be established, a student group will not receive full credit for this assignment. You must choose a bill that you anticipate being before the Tennessee State Legislature in the spring. Remember to pick a topic and position that is in the spirit of social work and that is consistent with the Social Work Code of Ethics.

The policy poster will be presented as a tabletop display. If chosen by the College of Social Work, your poster will be displayed during Social Work Day on the Hill in the spring. This event is scheduled for each March. Please note that if your poster is chosen, you will be expected to represent the school at Social Work Day on the Hill next semester. This will require your group to prepare a Power Point presentation and one student from your group will need to present. Though the semester will be over, I, along with Professor Kate Chaffin, will help you prepare for the presentation if your group is selected.

Your readings on policy analysis provide a framework for analyzing policy. Use this framework to analyze your chosen policy. Use government documents, historical analyses and research articles to answer the following questions. You should have a minimum of 10 references listed below. Avoid sources that are not peer reviewed.

This POSTER and Presentation will have the following five headings and address the following information:

1. **The Policy**
   a. What policy will you analyze?
   b. Describe when the policy was enacted and at what level of government.

2. **Background of the Policy**
   a. What social problem is the policy designed to alleviate?
   b. Provide an appropriate literature review of the problem addressed.
   c. Utilize data to explain the social problem.
   d. Critically analyze the issues surrounding the problem.

3. **Description of the Policy**
   a. What benefits or services are provided by the policy?
   b. Who is eligible for the program?
   c. How is the program financed?
d. How is the program administered?
e. Identify vulnerable and at-risk populations and specific ways in which these groups are impacted by the current policy?

4. Policy Analysis:
   a. Analyze the program/policy using one of the frameworks provided in your readings as guides—choose one (Examples: Adequacy, equity, efficiency, political feasibility, legality, or economic feasibility).
   b. What are the strengths and limitations of current policy?
   c. Incorporate into the overall policy analysis the six core values of the social work profession identified in the NASW Code of ethics.

5. Recommendations:
   a. What are your recommendations to improve current policy?
      a. Suggest at least 5 recommendations.
   b. These recommendations should address all levels of social work practice and may include examples of how other states have addressed this same policy issue.

*****Poster Abstract
Each group must submit the abstract of your poster presentation. Do not exceed 500 words (excluding your references). Follow the APA format. The abstract should also include a picture of the poster to be submitted via email to your professor.

Upon submission of the abstract and picture, each group member will also submit a write-up of their portion of the work completed on this project. I reserve the right to deduct points from an individual’s final grade if the work is not correct or reflective of graduate student. If one group member is not pulling his or her own weight, not showing up on time or at all for meetings, being difficult to deal with, or simply refusing to do work, then this member will receive an automatic zero for the project.

Poster Project Legislative Contact
After you have submitted your abstract, each student should do the following.
- Email your state rep about the policy you have chosen for poster.
- Explain your position on the policy in the email.
- Explain why you believe your state rep should either support or not support the proposed legislation.
- BCC me or forward copy of sent email to me to receive credit
- Worth 25% of your individual grade on assignment.

Quizzes: 12%, weeks of January 25, April 4, and April 18 (CC #1-4)
Three quizzes (multiple choices, matching short essay, fill in the blank, and true/false) will be taken online throughout the semester. Each will count for 4% of the final grade. The purpose of quizzes is to measure student mastery of course competencies based on weekly readings and other assigned activities.

Each quiz will be available for 7 days. Each week quizzes will be available starting at 12:00 AM (CST) on Monday and will close at 11:59 PM (CST) the following Sunday. Occasionally, exceptions to these timeframes will be made in the event of Blackboard outages or extreme circumstances. Any changes in these time frames will be announced on Blackboard. Students may take quizzes at any point during the week.

Quizzes will be open book. Each quiz must be completed in one sitting. Students will not be permitted back into the quiz after they have left the quiz site and a quiz may not be taken after it closes. The quizzes account for 15% of a student’s final grade in this course. Once a quiz is closed, it will not be reopened. Please remember to take your quizzes. Unless an extension has been granted prior to the close of a quiz, any quizzes that are not completed by 11:59 PM CST on the last day of the quiz will receive a grade of 0.

Writing a Letter to the Editor (3%)-Due before April 27 (CC #2-5)
This can be done anytime throughout the semester, but no later than April 27, 2016.

Revised December 4, 2015
Students should pick an issue that is currently in the news and write a letter to the editor of the local paper advocating a position that is in line with the Social Work Code of Ethics. Students should BCC the professor or email a confirmation email from the paper to the professor. A copy of the letter should be submitted via Blackboard or email if your confirmation does not contain the text of the letter.

Read Chapter 4 in Rocha (2007) for more details regarding Letters to the Editor.

The letter should be no more than 250 words and should be an impassioned plea regarding your issue. Please make sure that you proof your letter and that you are present a well-researched argument. If you have questions about this, you may submit the letter to me first before you submit it to a newspaper so that I can give your feedback. If you wish to have feedback, please submit the letter to me a least a week before you plan to submit the letter to a newspaper.

Readings and Course Outline

Class 1: Week of January 11
- Course overview-Review syllabus, class assignments, required texts, assigned readings, academic integrity

Readings
- Chapter 3 Social Welfare Policy
- Chapter 1 Social Welfare Policy and Underlying Values
********Online session scheduled for January 14 at 6:30 PM CST********

Class 2: Week of January 18
Ethics and values in the Policy Process
Understanding the Social Work Code of Ethics
Trends affecting social welfare policy: devolution

Readings


**Discussion Board:** How can social workers abide by the Code of Ethics while developing policy? Can you think of some examples of policy that would not be in the spirit of our Code of Ethics? What can we do to advocate for a change to that policy?

Class 3: Week of January 25

Readings
Chapter 2 Historical Foundations of Social Welfare Policy

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

Supplemental Readings:

**Quiz 1 opens January 25 at 12:00 AM CST**

Class 4: Week of February 1
Defining social welfare policy
Values, ideology and social welfare policy
The U.S. Political & Economic Continuum Analyzing & Monitoring Social Welfare Policy Research & Analysis

Readings
Chapter 3 Conceptual Foundations of Social Welfare Policy

Chapter 6 Poor Children: The Walking Wounded p141-165

Chapter 4 Social Change and Social Policy p187-208
Class 5: Week of February 8
Delivery of Social Welfare

Readings
Brooks/Cole Pub
Chapter 4 Analyzing and Researching Social Welfare Policies

Chapter 3: A Framework for Social Welfare Policy Analysis

Supplemental Reading

Small Group Discussion 1-Treatment of target population in the United States
• Does this group have power in this country? Why or why not?
• What are the barriers to services and/or full inclusion in society that this group experiences?
• What are the specific issues that this group experiences?
• Who benefits from creating barriers or from preventing this group from experiencing full privileges and enjoying civil rights in this country?
• Does this group experiences stigma and discrimination? What are some examples?

Class 6: Week of February 15
Social Insurance Programs
U.S. Social Policies and programs for senior and disabled citizens
Social Security (OASDI)
Supplemental Security Income
Unemployment insurance
Workers Compensation

Readings
Brooks/Cole Pub
Chapter 5 The Delivery of Social Welfare Services
Chapter 9 Social Insurance


Supplemental Readings:
Chapter 9 Unemployment Insurance pg 273-311

Can be found at http://talkpoverty.org/2015/07/27/olmstead-inclusive-nation/
Policy brief found at http://www.cbpp.org/cms/index.cfm?fa=view&id=3104

Small Group Discussion 2- What laws, administrative rules, or policies impact this group?
What issues and/or rights do these policies address?
What were these laws and policies designed to do?
Are there holes or gaps in services that prevent policies from addressing the needs of this population?
What are the intended or unintended consequences of these laws and policies?

Class 7: Week of February 22
How the U.S. Welfare State is financed
Public Assistance Programs
TANF
Supplemental Security Income (SSI)

Readings
Brooks/Cole
Chapter 8 Economics, Employment, Budgets, Taxes
Chapter 10 Aging and Social Welfare Policy

Chapter 11 Public Assistance Programs

➔ Video: Making America Stronger: The US Food Stamp Program
http://www.youtube.com/watch?v=aqOV-hK0sP4

Supplemental Reading
Harvard University Press
Chapter 10 Welfare and Citizenship p 287-306

Chapter 8 The Mode of Finance: Systems of Transfer

Small Group Discussion 3- Are there additional laws and policies that should be developed?
Think about the actual impact and the legislative impact of previously developed polices and laws.
What impact did they have on the population?
Are existing laws just?
Do existing laws compliment or conflict with the Social Work Code of Ethics?
What is our role in this in rectifying unjust laws, previous acts of injustice, or revising current policies (need tangible action steps; don’t just say we should be advocates)?
What are the constraints we need to think about when addressing the needs of this population (funding, lack of functional systems or processes, etc)?
By the end of the week, students should pick one policy on which they will focus for the discussion the following week.

Class 8: Week of February 29
The American Health Care System
Who are the Uninsured?
Medicare, Medicaid
Reforming US Health Care
Health Care: an International Perspective
Readings
Brooks/Cole Pub
Chapter 12 Health Care Policy

Video on Health Care Reform-The YouToons Get Ready for Obamacare: Health Insurance Changes Coming Your Way Under the Affordable Care Act
Can be found at http://kff.org/health-reform/video/youtoons-obamacare-video/

Supplemental Readings
Health Care Statistics from the US Census Bureau http://www.census.gov/prod/2013pubs/p60-245.pdf
The Uninsured and the Difference Health Insurance Makes http://www.kff.org/uninsured/1420.cfm

Small Group Discussion 4- Using the Critical Model for Social Welfare Policy Analysis
As a group, address the questions outlined in the Critical Model for Social Welfare Policy Analysis from our text book on page 97 (Box 4.3). Look back at the previous discussions to help answer the questions. All topic areas must be addressed with at least two sentences for the group to receive credit. An example of this can be found on page 100 (Box 4.4) of the textbook.

Class 9: Week of March 7
Mental Health & Substance Abuse Policy
Mental Health Reform
History of Community Mental Health & Deinstitutionalization
Prevention
Substance Abuse

Readings


Supplemental Readings:


**** Policy Brief and Email or Poster Presentation due by March 9 at 11:59 PM CST****

Spring Break March 14-18 No Class

Class 10: Week of March 21
Child Welfare Policy
Child Poverty
History of child welfare

Revised December 4, 2015 14
Contemporary Issues in child welfare
Foster Care & Adoption

Readings
Brooks/Cole Pub
Chapter 11 Children and Families
Chapter 7 Poverty and Economic Justice


Chapter 3 The Impact of Child Welfare Polices on African American Families: A Decade Later By Sandra Chipungu (please pay attention to her analysis of polices using equality, equity, and adequacy starting on page 84)

Supplemental Readings

**Discussion Board:** Look up a social welfare policy in another country. Discuss how the program or policy is different than what is currently available in the US. How do the values of the citizens in that country influence the policy?

Class 11: Week of March 28
Issues of Discrimination & Oppression - Historical trends in American Society Contemporary Social Trends Affecting Social Welfare

Readings
Brooks/Cole Pub
Chapter 6 Social Justice and Civil Right

Rocha, Chapter 1, Introduction to Community Based Policy Practice


**Discussion Board:** How are recent social and economic forces altering the approach to the provision of social benefits? Please note that if you attend Social Work Day on the Hill, you do not need to participate in the discussion board this week.

Class 12: April 4
Policy Practice and Implementation

Readings
Rocha, Chapter 2, Essentials of the Planning Process
Rocha, Chapter 8, Essentials of Legislative Policy Practice

Chapter 9 Policy Dimensions: International Trends in the Twenty-First Century

**Quiz 2 Opens on April 4 at 12:00 AM CST**

Class 13: Week of April 11
International Perspective

Revised December 4, 2015
Readings
Brooks/Cole Pub
Chapter 13 United States Social Welfare Policy and International Comparisons

Discussion Board: Should access to food, housing, and medical care be addressed through entitlement programs? Why or why not? Consider the current poverty rate, unemployment rate, and what is expected of us as specified in the Social Work Code of Ethics. How do those factors influence social work practice at all levels (micro, mezzo, and macro).

Class 14: Week of April 18
Implications on Practice

Readings
Brooks/Cole Pub
Chapter 14 Policy Practice and the Impact of Social Welfare Policies

Quiz 3 opens on April 11 at 12:00 CST

Class 15: Week of April 25
Implications on Practice Continued

Discussion Board: What can social workers do to ensure that the needs of oppressed and vulnerable populations are met in terms of policy? What can we do to help communities that are negatively impacted by policies? What are our next steps to advocate for impacted communities and populations? Be specific about what action steps we can take on a macro level. How can we support movements without taking over and without speaking for others when they are able to speak for themselves?

**** Letter to the Editor due no later April 27****

Semester at a Glance
Online Session: 1/14 at 6:30 PM CST
Discussion Board: Opens 1/18
Quiz 1: Opens 1/25
Literature Review: Due 2/3
Small Group Discussion 1: Opens 2/8
Small Group Discussion 2: Opens 2/15
Small Group Discussion 3: Opens 2/22
Small Group Discussion 4: Opens 2/29
Policy Brief or Poster Presentation: Due 3/9
Spring Break 3/14-3/18
Discussion Board: Opens 3/21
Discussion Board: Opens 3/28
Social Work Day on the Hill: 3/3
Quiz 2: Opens: 4/4
Discussion Board: Opens 4/11
Quiz 3: Opens 4/18
Discussion Board: Opens 4/25
Letter to the Editor: Due anytime during semester, but no later than 4/27

Revised December 4, 2015