

THE UNIVERSITY OF TEXAS AT AUSTIN  
SCHOOL OF SOCIAL WORK

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<b>Course/Unique Number:</b> SW 382R / U# 62595	<b>Office Number:</b> SSW 3.130K
<b>Semester:</b> Spring 2012	<b>Office Phone:</b> 471-6266
<b>Meeting Time/Place:</b> M 5:30-8:30 / SSW 2.118	<b>Office Hours:</b> Mon 3:30-5:00 & by appt TA: SSW 3.112, Wed 3:15-4:45 & appt
<b>Instructor:</b> Yolanda C. Padilla, PhD, LMSW-AP, Professor, <a href="mailto:ypadilla@austin.utexas.edu">ypadilla@austin.utexas.edu</a>	
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**SOCIAL POLICY ANALYSIS AND SOCIAL PROBLEMS (MSSW)**

**I. Course Description**

This course critically examines, from both historical and current perspectives, the overall structure of the American social welfare system with a focus on the disproportionate social, economic and political problems of vulnerable populations. The course also considers the parallel historical development of the profession of social work, including the ways in which it responded to social problems across key periods of social welfare policy development (for example, the New Deal, the War on Poverty, urban renewal, the contemporary period of welfare reform).

**II. Course Objectives**

Upon completion of this course, students will be able to:

1. Understand the dominant historical themes that have shaped social welfare policy in the United States; **(PB 25)**
2. Understand the economic and political constraints and opportunities in the development of social welfare problems and policies; **(PB 25 and 26)**
3. Understand the relationship between the history of the social work profession and the development of social welfare policy; **(PB 25)**
4. Apply social work values to critically analyze social problems; **(PB 25)**
5. Gain knowledge and skills as a background for analyzing major policies that form the foundation of social welfare and analyze organizational, local, state, national and international issues in social welfare policy and social service delivery; **(PB 25)**
6. Understand social welfare policy arenas impacting service delivery, social work practice, and attainment of individual and social well-being; **(PB 25)**
7. Understand how social policies differentially affect diverse populations in American society; **(PB 25)**
8. Gain knowledge of the roles and responsibilities of social workers in the policy process, including advocacy, leadership, research, and community organizing, with the goal of

promoting and advocating for social and economic justice through both organizational and social change (**PB 26**).

### **Curricular Assessment**

The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be optioned from your Student Handbook.

EP2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

PB25 Analyze, formulate, and advocate for policies that advance social well-being

Objectives 1, 2, 3, 4, 5, 6 and 7

Assignment: Policy Analysis Project, Essays

PB26 Collaborate with colleagues and clients for effective policy action

Objectives 2 and 8

Assignment: Policy Analysis Project, Essays

### **III. Overview of the Course and Teaching Methods**

This foundation course will cover knowledge, skills, and values for policy practice in direct practice settings, as well as for assuming positions of leadership and influence as advocates, policy planners, administrators, lobbyists and expert advisers to policy-makers. The course covers the following content:

- major social policies and programs dealing with civil rights protections, poverty, children and families, health and mental health, and older adults, which have been created to address the needs of individuals, families, and communities
- the parallel historical development of the social work profession and the implications of social policies for social work practice
- tools for determining need and analyzing social policy using comprehensive frameworks with special attention to equity and social justice
- ways for social workers to intervene in social policy development and policy practice

The class will be conducted using seminar format. It will also include lecture, work in small groups, and problem-solving and analysis. Participation is an essential component of the learning experience in this course. Students are expected to be prepared to actively participate in the discussions and activities of the classes by having read all assigned readings and completed assigned worksheets, essays, and other assignments.

#### IV. Required Readings

##### ***Text and Workbook***

*Social Policy for Effective Practice: A Strengths Approach* (2<sup>nd</sup> Ed.), by Rosemary K. Chapin (New York: Routledge Publishers, 2011).

*From Emotions to Advocacy: The Special Education Survival Guide* (2<sup>nd</sup> Ed.), by Pam Wright and Pete Wright (Hartford, VA: Harbor House Law Press, 2006). [Obtain at a student discounted price at <http://www.wrightslaw.com/bks/stu.discount.htm> or get copy via Amazon.com.]

##### ***Additional Readings: Selected List (Available on Blackboard)***

Shoeni, R. F., House, J. S., Kaplan, G. A., & Pollack H. (May 2009). Social and Economic Policies as Health Policy: Moving Toward a New Approach to Improving Health in America. National Poverty Center Policy Brief #18.

Lopez-Class, M. & Jurkowski, J. (2010): The Limits of Self-Management: Community and Health Care System Barriers Among Latinos With Diabetes. *Journal of Human Behavior in the Social Environment*, 20 (6): 808-826.

Ambrosino, R., Heffernan, J., Shuttlesworth, G., & Ambrosino, R. (2012) "Social Welfare, Past and Present," in *Social Work and Social Welfare: An Introduction*. Wadsworth.

Califano, Jr., J. A. (2008). Seeing is Believing: The Enduring Legacy of Lyndon Johnson. Washington, D.C: Kaiser Family Foundation.

Addams, (1981). J. Foreword and Chapter X, Pioneer Labor Legislation in Illinois, in *Twenty Years at Hull-House*. New York: Penguin Group. (Originally published in 1910.)

Leighninger, L. (2005): Social Workers in the Era of *Brown v. Board of Education*. *Journal of Progressive Human Services*, 16:1, 81-91

Edleman, M. (Nov./Dec. 2006). Losing the Children, Early and Often. *The Crisis*, 16-19.

National Association of Social Workers. (2011). The Medical Home Model: What Is It And How Do Social Workers Fit In? *Policy Practice*, 10.

Green, R., & Knee, R. I. (1996). Shaping the Policy Practice Agenda of Social Work in the Field of Aging. *Social Work*, 41(5), 553-560.

Len, V. Advocacy and Argumentation in the Public Arena: A Guide to Social Workers. (2005). *Social Work*, 50(3), 231-238.

Pozzuto, R., & Arnd-Caddigan, M. (2008). Social Work in the US: Sociohistorical Context and Contemporary Issues. *Australian Social Work*, 61(1), 57-71.

National Association of Social Workers. (2009). Turning Priorities Into Action: How The Social Work Profession Will Help (Transition Document to the Obama Administration). Washington, DC.

## V. Course Requirements

Class Participation ( <i>Active participation in discussion; attendance</i> )	10 %
Essays (7 essays, 8% each)	56 %
<i>Essays must be submitted in hard copy at the beginning of class; no lates accepted. To allow for <u>emergencies</u> you will be allowed to submit 2 essays late.</i>	
Policy Analysis Group Project ( <i>Report, worksheets, presentation, lead discussion</i> )	34 %
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TOTAL	100 %

**NOTE:** Submit all assignments in hard copy (unless electronic copies are requested).

### A. Essays

Students will prepare seven short essays, in which they reflect on the readings (see Course Schedule for due dates). The purpose of the essays is for you to immerse yourself in, and be fully prepared to discuss and apply, the material as we are learning it. The essay should be 2½ - 3 pages long (double-spaced, 12 point font, 1 inch margins, with the topic of the essay from the Course Schedule in the heading, and no separate title page). Summarize the main points in the readings and critically reflect on what the readings teach you about social work policy analysis and social problems. When more than one reading is assigned consider how the various readings are connected to each other.

### B. Policy Analysis Group Project

Students will develop a policy analysis group project, which will be broken down into five components:

- (1) Documenting problems
- (2) Identifying existing policies
- (3) Preparing a client advocacy plan
- (4) Evaluating policy
- (5) Claimsmaking

Students will define an area of interest based on the problem area that they plan to address in their future social work practice. Specifically, the area of interest should be defined as a target population affected by a specific social problem: e.g., “children at risk of dropping out of school,” “persons with autism transitioning to adulthood.” Thus, for purposes of this assignment, rather than identifying your social problem as “problems with the juvenile justice system,” you

should identify it as “youth within the juvenile justice system.” Problems within the system, such as problems of access, etc., should be discussed in terms of the population being served.

The Policy Analysis Group Project will be organized as follows: (1) a worksheet on each policy analysis component, (2) a written report, and (3) an oral presentation.

### 1. Worksheets

A worksheet for each of the policy analysis components will be assigned. Students will collect information in their area of interest and will discuss their findings in class. Worksheet due dates are listed in the Course Schedule. Worksheets may be completed by the group as a whole or individually and then combined for the final report.

### 2. Written Policy Report (20-25 pages)

At the end of the semester, you will bring together the information you collected in the worksheets on each of the policy analysis components to write a Policy Analysis Report. Each section should be approximately 4-5 pages long. The final project report will include five sections to correspond to each of the policy analysis components. Include an introduction and conclusion and use subheadings to separate each part of the report. You will be evaluated on your ability to appropriately apply the policy skills listed above in a manner that demonstrates in-depth critical thinking.

### 3. Oral Presentation (1 hour)

Each group will give a formal oral presentation to the class on one of the policy analysis components (presentation days will be assigned). **You will be expected to cover the component on which you present in more depth** than the other components. This oral presentation will include:

- Presentation

The presentations will be staggered in the second part of the semester. The presentations should involve all group members, last about 20 minutes, and use PowerPoint and other audiovisual aids, such as video clips.

- Leading of Class Discussion

As part of the presentation, the group will lead a class discussion on issues related to policy analysis in their area of interest. Each group should prepare detailed plan for their discussion, including the use of discussion prompts or questions, etc.

- Assigning a Reading to the Class

To engage the class in the discussion, the group will assign a short reading to the class. Select a reading on the topic of your policy analysis project that will help stimulate discussion. Please submit your proposed reading to me for approval at least **3 weeks in advance**. I will upload the reading to Blackboard.

\* Please meet with me in advance as you are planning your presentation.