

The University of Texas at Austin  
School of Social Work  
Spring 2015

Course Number: SW382R                      Instructor: Terrence T. Allen, MSSA, PhD  
Social Policy Analysis and Problems      Office: 3.130D  
Meeting Time: Tuesday 2:30-5:30 PM      Phone: (512) 232-4420  
Meeting Place: Room 2.122                  E-mail: [tallen@austin.utexas.edu](mailto:tallen@austin.utexas.edu)  
Unique Number: 61785  
Office Hours: Tuesdays 12:00-1:30 and Wednesdays 2:30-4:00  
(Or By Appointment)

### 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.

### II. Course Objectives

Note: The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. To maintain accreditation status, the school engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Educational Policy 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. Information about the complete EPAS can be obtained 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. Course objectives 1, 2, 3, 4, 5, 6, & 7.

Assignment matches: Quizzes, book review, policy presentation or food stamps analysis paper

Collaborate with colleagues and clients for effective policy action. Course objectives 2 & 8. Assignment match: policy presentation or food stamps analysis paper

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; (PB25)

2. Understand the economic and political constraints and opportunities in the development of social welfare problems and policies; (PB25 & 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)

### III. Teaching Methods

The teaching methods used in this course are interactive lectures, involvement in the legislative process, films, guest presentations, weekly readings, framed discussions, group exercises, and student briefings. Student participation is critical to the teaching and learning in this course. As professional advocates, social workers must be able to articulate ideas clearly and persuasively. All students are encouraged to actively participate during in class discussions and with the instructors and teaching assistants during office hours.

### IV. Required Reading:

DiNitto, D. (2011). *Social Welfare: Politics and Public Policy*, (7th ed.). Boston, MA: Allyn and Bacon.

### V. Class Policies

1. **Professional conduct:** Your attendance, attention, and participation are expected for all class sessions. Attendance includes arriving on time and remaining for the entire class session. Participation includes reading all assigned materials prior to the class session and engaging in class discussions and exercises.

Lively class discussion is encouraged. Respectful communication is necessary to the learning environment. Attention includes turning off cell phone ringers and refraining from text messaging and other non-class activities. Students are also expected to observe professional codes of conduct with regard to confidentiality, dress, language, and other matters and exercise good judgment while working with agencies, organizations, and other entities on assignments for this course.

2. **Observance of religious holy days:** By UT Austin policy, students are responsible for notifying the instructor 14 days prior to the observance of a holy day. If the due date for a written assignment or class presentation conflicts with a holy day, see the instructor as soon as possible to discuss a scheduling adjustment. If you miss a class quiz due to a religious holy day, you will have an opportunity to make up the quiz.
3. **Submitting assignments:** (a) All written assignments should be typewritten in 12-point font; 1.5 spaced (b) Assignment due dates are noted in the course calendar. **All** assignments are due before midnight on the due date. Assignments turned in after midnight will be considered late unless **prior** arrangements have been made with the instructor. Except in the case of serious illness or emergency, **five points** will be deducted for each day an assignment is late (weekend days included). Appropriate referencing of citations (authors, titles, page numbers, etc.) is required. This includes giving due credit to others when indirect quotes (paraphrasing) and direct (verbatim) quotes are used. Short direct quotes (less than 40 words) must be placed in quotation marks. Long direct quotes (40 or more words) must be indented. Paraphrasing requires more than changing a word or two in a sentence.
4. **The University of Texas Honor Code and Scholastic Dishonesty:** The University of Texas at Austin's core values are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. Scholastic dishonesty is a violation of the honor code. It harms the individual, all students, and the integrity of the University. UT Austin's policies on scholastic dishonesty will be strictly enforced. They are found in Appendix C, Chapter 11 of *General Information 2012-2013* ([http://catalog.utexas.edu/general\\_information/appendices/appendix-c/student-discipline-and-conduct/](http://catalog.utexas.edu/general_information/appendices/appendix-c/student-discipline-and-conduct/)) and at the Dean of Students, Student Judicial Services' website (<http://deanofstudents.utexas.edu/sjs/scholdis.php>). Scholastic dishonesty may result in a report to the MSSW Program Director, the Dean of the School of Social Work, the Dean of the Graduate School, and/or Student Judicial Services. Students may receive an "F" for the course and other sanctions in accordance with University policies, including dismissal from the university.
5. **Course modifications:** Should any modifications or changes need to be made to the course (e.g., calendar, assignments), students will be notified in class and/or by e-mail. Students should check their e-mail frequently, and students who are

absent from class should check on announcements made in class during their absence.

6. **Safety:** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should also notify the instructor of any safety concerns.
7. **Students with disabilities:** Students who require accommodations related to a disability should obtain a letter from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 866-329-3986 video phone). Present the letter to the professor at the beginning of the semester so that needed accommodations can be addressed. For more information, go to <http://www.utexas.edu/diversity/ddce/ssd/>.
8. **Emergency Evacuation Policy:** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation: Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building. If you require assistance to evacuate, inform the professor/instructor in writing during the first week of class. In the event of an evacuation, follow the instructions of faculty or class instructors. Do not re-enter a building unless given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office. For more information on emergency procedures and evacuation routes, go to <http://www.utexas.edu/emergency/>.
9. **Behavior Concerns Advice Line (BCAL):** If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or go to <http://www.utexas.edu/safety/bcal>.
10. **Electronic Communication:** During the semester, the course Blackboard site will be used for various purposes (posting some documents, grades, etc.). Some course communication will also be done via e-mail. E-mail is recognized as an official mode of university correspondence; therefore, you are responsible for reading your email for university and course-related information and announcements and for informing the university about changes to your e-mail address. Please check your e-mail frequently to stay current with university-related communications, some of which may be time-critical.

## VI. Grading System

Assignments and exams will be assigned according to the following scale:

A = 90 – 100

B = 80 – 89

C = 70 – 79

F = 69 and below

## VII. Course Assignments

There are three primary assignments in this course (2 papers and 1 presentation). All written assignments must be submitted via canvas by 11:59 PM on the due date. The assignments will contribute to the final grade as follows:

### A. **Social Problem and Policy Implications Paper (40 points)**

Each student will write a 5-7 page critical analysis of a social problem and policies related to that problem. The analysis will be written from a historical perspective and will include from the student's perspective its impact on American society. The paper should include but is not limited to:

- a. Description of the problem?
- b. The cause of the problem and its impact on today's society
- c. Relevant policies related to the problem
- d. Student's perspective of the problem

### B. **Social Welfare Policy Analysis Paper (40 points)**

Each student will write a 5-7-page analysis of a social welfare policy. Using a general policy analysis framework the paper will address the following questions:

- a. Who will receive the benefits/services (social allocations)?
- b. What benefits/services will they receive (social provisions)?
- c. How will they get the benefits/services (service delivery strategies of these provisions)?
- d. What are the ways to finance these provisions?

### C. Presentation (20 points)

Each student will prepare a 15-minute presentation on the problem they select to write about. The presentations will begin during the week of April 28th Each student is expected to provide copies of their presentation outline to their colleagues on the day that they will present. Props are encouraged but should serve only as a guide to simplify the presentation for the benefit of the audience.

#### Weekly Outline

Week	Content	Assignment
I Jan 20	<b>Course introduction:</b> Assignments	
II Jan 27	Definition of Social Welfare Policy	Chapter 1 DiNitto
III Feb 3	Social Welfare Values and Social Institutions Residual & Institutional Perspectives Social Welfare Policy Analysis Framework Structural Components	Chapter 2 DiNitto
IV Feb 10	Elizabethan Poor Laws Residual & Institutional Perspectives Charity Organization Society Settlement House Movement	Chapter 3 DiNitto
V Feb 17	The Great Depression FDR (New Deal)	Chapter 3 DiNitto Documentary
VI Feb 24	War on Poverty LBJ (The Great Society)	Chapter 3 DiNitto Documentary
VII March 3	Reagan & Bush Clinton, Bush & Obama	Chapter 3 DiNitto
VIII March 10	<b>Poverty</b> What is Poverty? A description of the poor Income & Wealth Inequity The Near Poor & Expectations Strategies for Fighting Poverty	Chapter 4 Documentary

IX March 17	Spring Break	
X March 24	Social Insurance Programs OASDI Unemployment Compensation Worker's Compensation	Chapter 5 DiNitto  <b>Social Welfare Problem and Policy Implications Paper Due</b>
XI March 31	Cash Assistance & Income Support Programs Temporary Assistance for Needy Families (TANF) Supplemental Security Income (SSI) General Assistance (G) Earned Income Tax Credit	Chapter 7 DiNitto
XII April 7	Health Care Medicare and Medicaid	Chapter 8 DiNitto
XII April 14	Education Older Americans	Chapter 9 & 10 DiNitto
XIII April 21	Gender and Sexual Orientation Race, Ethnicity & Immigration	Chapter 11 & 12 DiNitto
IVX April 28		Presentations
XV May 5	Course Evaluation	Presentations <b>Policy Analysis Paper</b>

## Bibliography

- Armador, Xavier, Ph. D. (2000). "I am Not Sick I Don't Need Help! Helping the Seriously Mentally Ill Accept Treatment. A Practical Guide for Families and Therapists". Peconic, NY: Vida Press
- Center of Mental Health Services, *Medical Necessity in Private Health Plans: Implications for Behavioral Health Care*. (Washington, DC: U.S. Department of Health and Human Services (DHHS), 2003).
- Center of Mental Health Services, *The Provision of Mental Health Services in Managed Care Organizations*. (Washington, DC: U.S. Departments of Health and Human Services (DHHS), 2003).
- Collins, Jim. (2001). "Good To Eat: Why Some Companies Make the Leap... and Others Don't". New York, NY.: HarperCollins Publishers Inc.
- DiNitto, M. Diana. (2004) 6<sup>th</sup> ed. *Social Welfare, Policies and Public Practice.* Allyn & Bacon
- Ellis, Rodney A. (2003). "Impacting Social Policy, A Practitioners Guide to Analysis And Action". Thompson, Brooks/Cole.
- Evans, Katie and J. Michael Sullivan. (1990). "Dual Diagnosis: A Guide for Counselors And Case Managers." New York, NY: Guilford Publications, Inc.
- Fawcett, B. Stephen, Ph. D. (2000). "Promoting Health for All." University of Kansas.
- Haynes, S. Karen; Michelson, S. James (2003) 5<sup>th</sup> ed. "Affecting Change: Social Workers in the Political Arena." Allyn & Bacon
- Nasar, Sylvia. (2001). "A Beautiful Mind: The Life of Mathematical Genius and Nobel Laureate John Nash." New York, NY.: Touchstone.
- Mechanic, David. (1999). *Mental Health and Social Policy; The Emergence of Managed Care*. 4<sup>th</sup> edition. Allyn & Bacon.
- Popple & Leighninger. (2004) . 3<sup>rd</sup> edition, "The Policy-Based Profession: An Introduction to Social Welfare Policy Analysis." Allyn & Bacon.
- "Preventing Drug Use among Children and Adolescents" A Research Guides. U.S. Department of Health and Human Services. (2003). 2<sup>nd</sup> edition. NIH Pub No. 04-4212 (B). Publication.
- Rae, Ann; Wanda Nicholas-Wolosuk. (2003). "Changing Social Policy, an Incremental Approach." Allyn & Bacon.



Rosen, Laura Epstein and Xavier Francisco Amador. (1997). "When Someone You Love is Depressed: How to Help Your Loved One Without Losing Yourself." New York, NY.: Fireside.

### **Online Policy and Other Sites**

Administration on Aging: [aoa.gov](http://aoa.gov) Administration for Children and Families: [acf.gov](http://acf.gov)

Agency for Health Care Research and Quality : [ahrq.gov](http://ahrq.gov) Bureau of Labor Statistics: [bls.gov](http://bls.gov)

Center on Budget and Policy Priorities: [cbpp.org](http://cbpp.org) Centers for Disease Control: [cdc.gov](http://cdc.gov)

Center for Law and Social Policy: [clasp.org](http://clasp.org)

Center for Mental Health Services: [mentalhealth.gov](http://mentalhealth.gov). Center for Substance Abuse Prevention: [samhsa.gov/csap](http://samhsa.gov/csap) Center for Substance

Abuse Treatment: [samhsa.gov/csap](http://samhsa.gov/csap) Children's Defense Fund: [childrensdefence.org](http://childrensdefence.org) Congressional Budget Office: [cbo.gov](http://cbo.gov)

Department of Health and Human Services: [hhs.gov](http://hhs.gov) Executive Office of the President: [whitehouse.gov](http://whitehouse.gov) Food and Drug Administration: [fda.gov](http://fda.gov)

Health Care Financing Administration : [hcfa.gov](http://hcfa.gov) Health Resources and Services Administration: [hrsa.gov](http://hrsa.gov) Indian Health Services: [HIS.GOV](http://HIS.GOV)

Knowledge Exchange Network: [hen@mentalhealth.org](mailto:hen@mentalhealth.org) Legislation (Current bills): <http://thomas.loc.gov/>

Legislation (previous laws): <http://thomas.loc.gov/home/bdquery/html> Legislation (copies of historical laws): <http://lcweb2.loc.gov/const/mdbquery.html> National Alliance for the Mentally Ill: [nami.org](http://nami.org)

National Association of State Mental Health Program Directors: [nashpd.org](http://nashpd.org) National Center for Children in Poverty: <http://cpmcnet.columbia.edu/dept/nccp> National Institute of Health: [nih.gov](http://nih.gov)

National Institute of Drug Abuse: [nida.nih.gov/NIDAhome1.html](http://nida.nih.gov/NIDAhome1.html) National Institute of Alcohol Abuse and Alcoholism: [niaaa.nih.gov/11](http://niaaa.nih.gov/11)

National Institute of Mental Health: [nimh.nih.gov/home.cfm](http://nimh.nih.gov/home.cfm)

Office of Managed Care: [mentalhealth.org/cmhs/managedcare](http://mentalhealth.org/cmhs/managedcare)

Office of National Drug Control Policy: (1) [whitehousedrugpolicy.gov/](http://whitehousedrugpolicy.gov/) (2) [whitehousedrugpolicy.gov/policy/papers](http://whitehousedrugpolicy.gov/policy/papers)

Rand Drug Abuse Policy Research Center: [rand.org/centers/dprc](http://rand.org/centers/dprc)

Robert Wood Johnson Substance Abuse Policy Research Center: [Phs.bgsu.edu/sshp/rwj/rwj.htm](http://Phs.bgsu.edu/sshp/rwj/rwj.htm)

Substance Abuse and Mental Health Services Administration:  
samhsa.gov Texas Department of Health: tdh.state.tx.us  
Texas Department of Mental Health and Mental Retardation:  
tmhmr.state.tx.us Texas Commission on Alcohol and Drug Abuse:  
tcada.state.tx.us  
Texas Health and Human Services Commission: hhsc.state.tx.us  
Texas Legislation On-line: <http://www.capitol.state.tx.us>  
The Brookings Institution: brook.edu The  
Electronic Policy Network: epn.org The  
Urban Institute: urban.org  
U.S. Census Bureau: census.gov  
Welfare Information Network: welfareinfo.org

### **Online Policy Sites**

For a list of links to many policy-related sites: [www.newyorkwired.com/sspolicy.htm](http://www.newyorkwired.com/sspolicy.htm)

Department of Health and Human  
Services: hhs.gov Administration for  
Children and Families: acf.gov  
Administration on Aging: aoa.gov  
Agency for Health Care Research and Quality:  
ahrq.gov Centers for Disease Control: cdc.gov  
Centers for Medicare and Medicaid Services: cms.hhs.gov Food and Drug  
Administration: fda.gov  
Health Resources and Services  
Administration: hrsa.gov Indian Health  
Services: his.gov  
Executive Office of the President: whitehouse.gov  
Families USA: The Voice for Health Care Consumers (good resource for  
Medicaid Information): familiesusa.org  
Future of Children (good research on child welfare and health):  
futureofchildren.org Office of National Drug Control Policy: (1)  
whitehousedrugpolicy.gov/ (2)  
whitehousedrugpolicy.gov/policy/papers  
Legislation (Current bills): <http://thomas.loc.gov/>  
Legislation (previous laws):  
<http://thomas.loc.gov/home/bdquery.html> National  
Alliance for the Mentally Ill: nih.gov  
National Institutes of Health: nih.gov  
National Institute of Drug Abuse: nida.nih.gov/NIDAhome1.html National Institute on  
Alcohol Abuse and Alcoholism: niaaa.nih.gov National Institute of Mental Health:  
nimh.nih.gov/home.cfm

President's New Freedom Commission on Mental Health:  
mentalhealthcommission.gov/ Rand Drug Abuse Policy Research Center:  
rand.org/centers/dprc  
Robert Wood Johnson Substance Abuse Policy Research Center:  
phs.bgsm.edu/sshp/rwj/rwj.htm Substance Abuse and Mental Health Services  
Administration: samhsa.gov  
Center for Mental Health Services:  
mentalhealth.gov Center for Substance Abuse  
Prevention: samhsa.gov/csap Center for  
Substance Abuse Treatment: samhsa.gov/csat  
Knowledge Exchange Network:  
[ken@mentalhealth.org](mailto:ken@mentalhealth.org)  
Office of Managed Care: mentalhealth.org/cmhm/managedcare  
National Association of State Mental Health Program  
Directors: nashpd.org National Mental Health Association:  
nmha.org  
National Mental Health Information Center: The Center for Mental  
Health Services: mentalhealth.org/cmhs/ManagedCare/resource  
12  
Texas Department of Mental Health and Mental Retardation: tmhmr.state.tx.us Texas  
Commission on Alcohol and Drug Abuse: tcada.state.tx.us  
Texas Health and Human Services Commission: hhsc.state.tx.us Texas  
Department of Health: tdh.state.tx.us