THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Course Number:	SW382R	Instructor's Name:	Terrence T. Allen
Unique Number:	61990	Office Number:	3.130D
Semester:	Spring 2017	Office Phone:	(512) 232-4420
Meeting Time:	Tue: 5:30-8:30 PM	Email:	tallen@austin.utexas.edu
Place:	Room 2.118		
Office Hours:	Tue & Wed: 3:00-5:00 PM		
	and by Appointment		

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Social Policy Analysis and Problems

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

Upon completion of this course you will be able to:

1. Understand the dominant historical themes that have shaped social welfare policy in the United States

2. Understand the economic and political constraints and opportunities in the development of social welfare problems and policies

3. Understand the relationship between the history of the social work profession and the development of social welfare policy

4. Apply social work values to critically analyze social problems

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

6. Understand social welfare policy arenas impacting service delivery, social work practice, and attainment of individual and social well-being

7. Understand how social policies differentially affect diverse populations in American society

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.

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 Material

Karger, H., & Stoesz, D. (2013). *American Social Welfare Policy: A Pluralist Approach.* Pearson Publishing

Karger, H., Midgley, J., Kindle, P., & Brown, C. (2007) *Controversial Issues in Social Policy.*

The assigned readings for this course represent the minimum required reading for this course. There is a vast body

V. Course Requirements

Course requirements consist of small group assignments, policy analysis, practice area paper and group presentation. Course requirements, due dates and their contribution to the final grade are summarized below.

Assignments	% of Course Grade	Due Date
Social Problem Policy Implications Paper	20%	Feb 28th
Social Welfare Policy Analysis	25%	April 18th
Opinion Editorial	25%	May 2nd
Policy Laboratory	15%	

Grades for this course will be assigned using the following +/- scale.

94 and above = A	80.0 to 83.999 = B-
90.0 to 93.999 = A-	77.0 to 79.999 = C+
87.0 to 89.999 = B+	74.0 to 76.999 = C
84.0 to 86.999 = B	70.0 to 73.999 = C-
67.0 to 69.999 = D+	60.0 to 63.999 = D-
64.0 to 66.999 = D	Below 60 = F

Each course requirement is described in detail below. However, you may still have questions about the assignments. If this is the case, please feel free to ask for clarification at any time during the course. You may ask for clarification during my office hours or you can ask questions at the beginning of each class session.

VI. Course Schedule

Week	Content	Assignment
I January 17	Course Introduction	
II January 24	Definitions and Important Concepts, Values and Institutions	Read Karger & Stoesz: Chapter 1

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III January 31	Social Welfare Policy Analysis Framework	Read Karger & Stoesz: Chapter 2
IV February 7	Religion and Social Welfare	Read Karger & Stoesz: Chapter 3 Read Midgley & Kindle: Debate 10
V February 14	Discrimination and Poverty in America	Read Karger & Stoesz: Chapters 4 and 5 Read Midgley & Kindle: Debate 8
VI February 21	Policy Development	Read Karger & Stoesz: Chapter 8 **Observe City Council Meting**
VII February 28	Tax and Income Distribution	Read Karger & Stoesz: Chapter 9 Read Midgley & Kindle: Debate 6 **Social Problem Paper Due**
VIII March 7	Social Insurance and Public Assistance	Read Karger & Stoesz: Chapters 10 and 11 Read Midgley & Kindle: Debate 3
IX March 14	Spring Break	
X March 21	American Healthcare System	Read Karger & Stoesz: Chapter 12 Read Midgley & Kindle: Debate 4
XI March 28	Mental Health and Substance Abuse	Read Karger & Stoesz: Chapter 13 Read Midgley & Kindle: 5
XII April 4	Criminal Justice	Read Karger & Stoesz: Chapter 14
XIII April 11	Child Welfare	Read Karger & Stoesz: Chapter 15 Read Midgley & Kindle: Debate 15
XIV April 18	Housing	Read Karger & Stoesz: Chapter 16 **Policy Analysis Paper Due**
XV April 25	American Welfare State in International Perspective	Read Karger & Stoesz: Chapter 18
XVI May 2	**Policy Lab**	**Op-Ed Due**

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Course Assignments
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A. **Social Problem and Policy Implications Paper (25 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 (30 points)**

Each student will write a 7-10-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.   **Opinion Editorial (Op-ed) (20 points)**

Each student will write an opinion editorial related to her/ social problem/policy. Opinion editorials, or "op-eds," are short commentary pieces. An op-ed is an excellent way to communicate your message and advocate directly to a broad audience. Op-eds appear each day in almost every newspaper and address current issues, express a viewpoint, and frequently offer policy or other solutions to social problems. If printed in newspapers, elected officials and other decision makers, opinion leaders, and a wide range of community members may read them.

Your op-ed should do the following as articulated in the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards (EPAS), competency 5: "Engage in policy practice": (1) "Identify social policy [and/or a social problem] at the local, state, and [/or] federal level that impacts [human] well-being, service delivery, and access to social services."; (2) "Assess how social welfare and economic policies impact the delivery of and access to services [and/or otherwise affect human well-being], and (3) Demonstrate that you have "appl[ied] critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and [/or] environmental justice." Be sure to offer viable policy alternatives to improve human wellbeing and suggest actions that policymakers and/or members of the public should take.

Class time will be dedicated to teaching you how to write a traditional op-ed piece, and you will be provided resources to assist in the process. Examples will also be provided of editorials and commentaries in electronic formats. You may submit your editorial in traditional, written form or in video or other electronic format. If you chose to write a traditional op-ed, it should be 500 to 750 words, single-spaced. If you chose an electronic format, the number of words you use in written or spoken form should probably be similar and the op-ed should not exceed 3 or 4 minutes (depending on factors such as your use of graphics). Be sure your op-ed is based on solid evidence and sources and that you cite sources in a manner appropriate to an editorial.

E. Policy Laboratory (25)
The practice laboratory is an educational tool used to give you practice experience. It will also allow you to understand specific concepts related to social policy development, analysis and implementation. Each week you and your group members will engage in exercises related to the topic of discussion for that week. You will earn one point for your participation. In order to earn that point you must be in class.

VII. Class Policies

CONDITIONAL ADMISSION. Students who were admitted into the MSSW program on a conditional basis are not able to take an incomplete for this course if the conditions for admission are still in place.

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin 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.

PROFESSIONAL CONDUCT IN CLASS. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including any information that might lead to the identification of a client or compromise client confidentiality in any way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as the University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (http://deanofstudents.utexas.edu/sjs/).

USE OF CLASS MATERIALS. The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, expressed approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. Tis includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visithttp://www.utexas.edu/diversity/ddce/ssd/.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day,

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time- sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at http://www.utexas.edu/its/policies/emailnotify.php.

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 notify the professor regarding any safety concerns.

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 about another individual's behavior. 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 visithttp://www.utexas.edu/safety/bcal.

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 in writing during the first week of class.

- In the event of an evacuation, follow the professor's instructions.

- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

References

Armador, Xavier, Ph. D. (2000). "I am Not Sick I Don't Need Help! Helping the Seriously Mentally Ill AcceptTreatment. 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 Other's Don't". New York, NY.: HarperCollins Publishers Inc.

DiNitto, M. Diana. (2004) 6th 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) 5th 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. 4th edition. Allyn & Bacon.

Popple & Leighninger. (2004). 3rd 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). 2nd edition. NIH Pub No. 04-4212 (B). Publication.

Public Health, Strategic Planning Outline.

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.

XI. Online Policy and Other Sites

Administration on Aging: aoa.gov

Administration for Children and Families: acf.gov

Agency for Health Care Research and Quality : ahrq.gov

Bureau of Labor Statistics: bls.gov

Center on Budget and Policy Priorities: cbpp.org

Centers for Disease Control: cdc.gov

Center for Law and Social Policy: clasp.org

Center for Mental Health Services: mentalhealth.gov.

Center for Substance Abuse Prevention: samhsa.goc/csap

Center for Substance Abuse Treatment: samhsa.gov/csat

Children's Defense Fund: childrensdefence.org

Congressional Budget Office: cbo.gov

Department of Health and Human Services: hhs.gov

Executive Office of the President: whitehouse.gov

Food and Drug Administration: fda.gov

Health Care Financing Administration : hcfa.gov

Health Resources and Services Administration: hrsa.gov

Indian Health Services: HIS.GOV

Knowledge Exchange Network: 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

National Association of State Mental Health Program Directors: nashpd.org

National Center for Children in Poverty: http://cpmcnet.columbia.edu/dept/nccp

National Institute of Health: nih.gov

National Institute of Drug Abuse: nida.nih.gov/NIDAhome1.html

National Institute of Alcohol Abuse and Alcoholism: niaaa.nih.gov/

National Institute of Mental Health: nimh.nih.gov/home.cfm

Office of Managed Care: mentalhealth.org/cmhs/managedcare

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

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

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

X. Online Policy Sites

For a list of links to many policy-related sites: 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

Office of Managed Care: mentalhealth.org/cmhm/managedcare

National Association of State Mental Health Program Directore: nashpd.org

National Mental Health Association: nmha.org

   National Mental Health Information Center: The Center for Mental Health Services: mentalhealth.org/cmhs/ManagedCare/resource

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