

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

Course/Unique Number: SW N382R / U# 94865

Office Number: SSW 3.130K

Semester: Summer 2011

Office Phone: 471-6266

Meeting Time/Place: T/Th 1:30-4:00 / SSW 2.122

Office Hours: Thurs 11-12:30 & by appt
TA: SSW 3.112, Tues 12-1:30 & by appt

Instructor: Yolanda C. Padilla, PhD, LMSW-AP, Professor, ypadilla@austin.utexas.edu

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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 Portfolio, Exams

PB26 Collaborate with colleagues and clients for effective policy action

Objectives 2 and 8

Assignment: Policy Analysis Portfolio, Exams

III. Overview of the Course and Teaching Methods

This foundation course will cover knowledge, skills, and values for policy practice in all 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:

- the history, mission, and philosophy of the social work profession and the evolution of social welfare policy
- 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
- 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

I will teach this course using the *backward design* method, which focuses on what I want to empower students to do with the course material. Students will gain a set of policy practice skills drawing on the knowledge and understanding of social policy obtained in the course. Students will engage in policy practice modules attached to each weekly unit.

The classroom sessions will include lecture/discussion, activities, 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 for class by having read all assigned readings, completing worksheets and other assignments, and being ready to participate in the topics and activities for the classes.

IV. Required Readings

Text and Supplementary Workbook

Social Policy for Effective Practice: A Strengths Approach (2nd Edition, New York: Routledge Publishers, 2011) by Rosemary K. Chapin, professor of social policy and former research/policy analyst for the Minnesota Department of Human Services.

From Emotions to Advocacy: The Special Education Survival Guide by Pam Wright and Pete Wright (Hartford, VA: Harbor House Law Press, 2008). [Obtain at a student discounted price by going to <http://www.wrightslaw.com/bks/stu.discount.htm>]

Complementary Readings (Available on Blackboard)

Web Resources for Policy Practice Portfolio: Companion Resources to Assigned Chapters

“Social Welfare, Past and Present,” in *Social Work and Social Welfare: An Introduction* by Rosalie Ambrosino, Joseph Heffernan, Guy Shuttlesworth, and Robert Ambrosino (7th Edition, Wadsworth, 2012).

“Seeing is Believing: The Enduring Legacy of Lyndon Johnson,” keynote address by Joseph A. Califano, Jr. at the Centennial Celebration for President Lyndon Baines Johnson, Kaiser Family Foundation, Washington, D.C., May 19, 2008.

“Client Stories” (Theresa, p. 121; Roy, p152), in *Social Welfare Programs: Narratives from Hard Times* by Raymond Albert and Louise Skolnik (Belmont, CA: Thomson, 2006).

“Losing the Children, Early and Often: Families, Schools and the Juvenile Justice System are Failing At-risk Children, Making Them Vulnerable to the Cradle to Prison Pipeline,” by Marian Wright Edelman (*The Crisis*, November-December, 2006, pages 16-19.)

“Advocacy and Argumentation in the Public Arena: A Guide to Social Workers,” by Vicki Lens (*Social Work*, 2005, 50:3, pages 231-238).

V. Course Requirements

Class Participation <i>Active involvement in discussion, completed worksheets, attendance.</i>	10 %
Policy Analysis Portfolio <i>Including preliminary drafts and background work.</i>	50 %
Midterm Examination	20 %
Final Examination	20 %
TOTAL	100 %

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

Policy Analysis Portfolio

Social policy analysis and practice entails a set of skills, which we will break down into smaller components. Students will engage in a series of policy practice modules throughout the semester and will learn to perform six key components of policy analysis and practice:

- (1) Define and document problems and needs
- (2) Translate client issues into policy initiatives (and identify policy alternatives)
- (3) Conduct a dual client assessment and incorporate clients' perspectives in policy development
- (4) Prepare a client advocacy plan
- (5) Develop a policy/program evaluation plan
- (6) Apply the claims making process

For a final project, students will prepare a policy analysis portfolio applying the policy practice components to a social policy area of interest. We will dedicate one week each to practice these policy analysis components. Students will be expected to come to class prepared to present their weekly analysis to the class (bring assigned worksheets, notes, textbook, and copies of complementary readings). Students will be expected to work on their portfolio in tandem with the weekly schedule and to consult with the Teaching Assistant and professor on drafts of their modules. All the assigned readings and class work will provide the background to complete this assignment; for the strategies on how to implement each policy analysis component, draw especially from Chapters 1, 5, and 6 in the textbook. The final portfolio report will include six sections to correspond to each practice module. You will be evaluated on your ability to appropriately apply the policy skills listed above in a manner that demonstrates in-depth critical thinking/analysis. An evaluation rubric will be provided.

VI. Course Schedule

The course is organized into three parts:

- Frameworks and Context for Understanding Social Policy
- Tools for Analyzing and Influencing Social Policy
- Social Welfare Policy in Major Fields of Practice: Poverty, civil rights protections, child welfare, health and mental health, older adults

Date	Main topic of unit	Work to be completed before class	What you will learn to do Assignments and evaluation
		<p><i>* Prepare policy practice module worksheets in advance for class presentation (some in-class). Worksheets available on Blackboard.</i></p>	<p><i>Policy practice modules</i></p>

Frameworks and Context for Understanding Social Policy

<p>June 2</p>	<p>Overview of the Course: What's policy got to do with it? What does policy have to do with our clients, with our practice as social workers? How do the social conditions that we live in “get under our skin”?</p>		<p>FILM: <i>Unnatural Causes... Is Inequality Making us Sick?</i></p>
<p>June 7/9</p>	<p>A Strengths Perspective ~ How do you take a strengths-based approach to policy practice? The Historical Context ~ What key agendas have characterized the history of the US social welfare system?</p>	<p>READINGS: Text, Chapter 1, Social Work and Social Policy: A Strengths Perspective Ambrosino et. al., Social Welfare, Past and Present Califano, Seeing is Believing: The Enduring Legacy of Lyndon Johnson WORKSHEET</p>	<p>June 7, 1:45 pm – Meet at Museum Tour of the LBJ Library and Museum. Exhibit ~ America: 1908–1973 and the Progressive Social Policies of The Great Society (http://www.lbjlibrary.org/)</p>
<p>June 7, 1:45 pm Meet at Museum</p>			

Tools for Analyzing and Influencing Social Policy

Date	Main topic of unit	Work to be completed before class	What you will learn to do
June 14/16	Tools for Determining Need and Analyzing Social Policy ~ How is policy analysis conducted? A framework for policy analysis: policy goals, benefits/services, eligibility rules, service delivery systems, financing.	READINGS: Text, Chapter 5, Tools for Determining Need and Analyzing Social Policy Text, p. 116-138 (from Chapter 4), The Impact of Funding Strategies, Social Welfare Expenditures in the US WORKSHEET	POLICY PRACTICE MODULE 1: Define and document problems and needs
June 21/23	Social Policy Development and Policy Practice ~ What are the steps in policy development? What skills are needed for successful policy-practice?	READINGS: Text, Chapter 6, Social Policy Development and Policy Practice WORKSHEET	POLICY PRACTICE MODULE 2: Translate client issues into policy initiatives (identify and evaluate policy alternatives)
June 28			MID-TERM EXAM

Social Welfare Policy in Major Fields of Practice: Poverty, civil rights protections, child welfare, health and mental health, older adults

June 30	Poverty and Social Assistance Programs ~ Universal and selective income support programs, nutrition programs, and housing subsidies.	READINGS: Text, Chapter 8, Income and Asset-Based Social Policies and Programs Albert & Skolnik, Client Stories: Theresa, Roy WORKSHEET	POLICY PRACTICE MODULE 3: Conduct a dual client assessment and incorporate clients' perspectives in policy development FILM: <i>Ending Welfare as We Know It (Poverty in an era of welfare reform)</i>
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Date	Main topic of unit	Work to be completed before class	What you will learn to do
July 5/7	Civil Rights Protections for Disenfranchised Groups ~ People with disabilities, racial/ethnic minorities, sexual minorities, women, and the elderly.	READINGS: Text, Chapter 7, Civil Rights Wright & Wright, <i>From Emotions to Advocacy</i> WORKSHEET	POLICY PRACTICE MODULE 4: Prepare a client advocacy plan (Preparing clients to become effective self-advocates within the social welfare policy and services system.)
July 12/14	Child Welfare and Juvenile Justice Policies and Programs ~ Child abuse prevention and treatment and prevention and control of juvenile delinquency.	READINGS: Text, Chapter 9, Policies and Programs for Children and Families Edelman, <i>Losing the Children</i> WORKSHEET	POLICY PRACTICE MODULE 5: Develop a policy/program evaluation plan FILM: <i>The Family Support Movement</i>
July 19/21	Health and Mental Health Policies and Programs ~ Coverage for the employed, the poor, children, and persons with mental illness and developmental disabilities.	READINGS: Text, Chapter 10, Health and Mental Health Policies and Programs Lens, <i>Advocacy and Argumentation in the Public Arena: A Guide for Soc Workers</i> WORKSHEET	POLICY PRACTICE MODULE 6: Apply the claims making process (Synthesize the various policy analysis components into a policy position paper, e.g., an op-ed.)
July 26	Policies Targeting Older Adults ~ Home and community-based services, health care, long-term care, retirement and pensions, and income support.	READINGS: Text, Chapter 11, Policies and Programs for Older Adults WORKSHEET	POLICY PRACTICE MODULE Policy Practice Portfolio presentations
July 28			POLICY PRACTICE PORTFOLIO FINAL EXAM

VII. Classroom and University Policies

Classroom Policies

School of Social Work Grading Policy and Course Grading Criteria

100 - 94 = A 93 - 90 = A- 89 - 87 = B+ 86 - 84 = B 83 - 80 = B- 79 - 77 = C+ 76 - 74 = C 73 - 70 = C- 69 - 67 = D+ 66 - 64 = D 63 - 60 = D- 59 & below = F	<p>SUPERIOR WORK (A): The assignment significantly <u>exceeds</u> expectations listed in the syllabus and demonstrates in-depth critical thinking/analysis (e.g., coherent integration of ideas, well-developed ideas).</p> <p>GOOD WORK (B): The assignment meets <u>all</u> the requirements & demonstrates in-depth critical thinking/analysis.</p> <p>AVERAGE WORK (C): The assignment meets the requirements or has <u>minor</u> gaps but fails to demonstrate in-depth critical thinking /analysis. Remember, a course grade of C- (73 points) or lower is considered as a failing grade.</p> <p>BELOW AVERAGE WORK (\leqD): The assignment has important gaps: does not meet the requirements or fails to demonstrate in-depth critical thinking/analysis.</p>
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Use of Blackboard in Class

This course uses Blackboard, a Web-based course management system with password-protected access at <http://courses.utexas.edu>. Blackboard can be used to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and other course-related work. You will be responsible for checking the Blackboard course site regularly for class work and announcements. Students can find support in using Blackboard at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

Classroom Etiquette

Punctuality and attentiveness while others are speaking are expected. Cell phones must be put away during class and computers turned off (except when used as part of assigned in-class activities). Students who use gizmos for non-class related activities will be marked absent and asked to leave for the remainder of that class.

Late Work

All assignments submitted after the beginning of class are considered late. Student presentations can only be given on the allotted dates. Penalty for late assignments: 20 points per day. Late exams will be penalized at least 20 points (except in the case of pre-approved, documented emergencies). Films shown in class are not available for individual viewing (with the exception of limited films available at the SSW LRC).

Style Manual and Proper Credit

The *Publication Manual of the American Psychological Association* is the style manual used by the School of Social Work. It provides guidelines for formatting papers and referencing sources. To avoid plagiarism, you must correctly cite your sources when using words or ideas that are not your own. When you use exact quotes, use quotation marks and cite the source. Give credit as well when using someone else's ideas, even if you reword the idea.

University Notices and Policies

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 like 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 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://www.utexas.edu/depts/dos/sjs/>).

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, visit <http://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, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

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 visit <http://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're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

VIII. Bibliography

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