THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Course/Unique Number: SW 382R	**Office Number**: TBD
Semester: Summer 2012	**Office Phone**: 512.788.8646
Meeting Time/Place: Tues & Thurs 1:30-4:00/ SSW 2.132	**Office Hours**: Tues 12:00 – 1:30 & by appt
Instructor: H. Daniels Duncan, MSW, hddaz01@gmail.com	

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 polices 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 <u>foundation course</u> 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 <u>actively participate</u> 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 (2ⁿᵈ Ed.), by Rosemary K. Chapin (New York: Routledge Publishers, 2011).

From Emotions to Advocacy: The Special Education Survival Guide (2ⁿᵈ 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)

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.)

Ambrosino, R., Heffernan, J., Shuttlesworth, G., & Ambrosino, R. (2012). Chapter 1, Social Welfare, Past and Present. In *Social Work and Social Welfare: An Introduction.* Wadsworth.

Building and Social Housing Foundation (2003), .Agents rather than patients: Realising the potential for Asset-Based Community Development

Chambers, C. A. (1963). Social Service and Social Reform: A Historical Essay. *Social Service Review*, 37 (1), 76-90.

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

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

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.

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

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

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.

McInnis-Dittrich, K. (1994). Chapter 7, Policy Evaluation, Research, and Analysis. In *Integrating Social Welfare Policy & Social Work Practice*. Belmont, CA: Wadsworth.

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.

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

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

V.   Course Requirements

Class Participation (*Active participation in discussion; attendance*)	10 %
Essays (5 essays, 10% each)	50 %

Essays must be submitted via Blackboard before the beginning of class they are due; Late assignments will be docked 5% for each day they are late. To allow for <u>emergencies</u> you will be allowed to submit 1 essay late.

Policy Analysis Group Project *(Report, worksheets, presentation, lead discussion)*	40 %

TOTAL	100 %

A. <u>Essays</u>

Students will prepare five 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 <u>critically</u> 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. <u>Policy Analysis Group Project</u>

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) Claims-making

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 <u>target population affected by a specific social problem</u>: 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 <u>one</u> 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.

VI. Course Schedule

Date	Topic of class	Work to be completed before class	Assignment due/ class activity

Frameworks for Policy Analysis

Date	Topic of class	Work to be completed before class	Assignment due/ class activity
May 31	**Overview of the Course**		Email 3 areas of interest for Group Policy Analysis Project to hddaz01@gmail.com
June 5	**A Strengths Perspective ~** What does policy have to do with our clients, with our practice as social workers? How do the social conditions that we live in influence our life chances?	READINGS: Text, Chapter 1, Social Work and Social Policy: A Strengths Perspective Building and Social Housing Foundation (2003), .Agents rather than patients: Realising the potential for Asset-Based Community Development Lopez-Class et. al., The Limits of Self-Management: Community and Health Care System Barriers Among Latinos With Diabetes	Film: *Unnatural Causes… Is Inequality Making us Sick?* Essay 1
June 7	**The Historical Context ~** The historical context of the US social welfare system	READINGS Ambrosino et. al., Social Welfare, Past and Present Pozzuto et. al., Social Work in the US: Sociohistorical Context and Contemporary Issues, Califano, Seeing is Believing: The Enduring Legacy of Lyndon Johnson Chambers, C. A. (1963). Social Service and Social Reform: A Historical Essay. *Social Service Review*, 37 (1), 76-90.	Film: *Holding Ground: The Rebirth of Dudley Street* Planning session for Policy Analysis Project

June 12	**Tools for Policy Analysis and Practice** **Components** (1) Documenting problems (2) Identifying existing policies (3) Preparing a client advocacy plan (4) Evaluating policy **(5)** Claimsmaking	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 United States	Essay 2
June 14	**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 National Association of Social Workers. (2009). Turning Priorities Into Action: How The Social Work Profession Will Help (Transition Document to the Obama Administration)	

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

June 19	**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 Jane Addams, Twenty Years at Hull-House, Foreword; Chapter X, Pioneer Labor Legislation in Illinois	<u>Film</u>: Ending Welfare as We Know It (Poverty in an era of welfare reform) Essay 3
June 21	**Civil Rights Protections for Disenfranchised Groups ~** People with disabilities, racial/ethnic minorities, sexual minorities, women, and the elderly	READINGS: Text, Chapter 7, Civil Rights Leighninger, Social Workers in the Era of *Brown v. Board of Education*	
June	**Child Welfare and Juvenile Justice**	READINGS:	<u>Film</u>: *Our Families, Our Future*

26	**Policies and Programs ~** Child abuse prevention and treatment and prevention and control of juvenile delinquency	Text, Chapter 9, Policies and Programs for Children and Families Edelman, Losing the Children, Early and Often	Essay 4

June 28	**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 National Association of Social Workers, The Medical Home Model: What Is It And How Do Social Workers Fit In?	<u>Workshop</u>: How to prepare oral presentations
July 3	**Policies Targeting Older Adults ~** Home and community-based services, health care, long-term care, retirement, income support.	READINGS: Text, Chapter 11, Policies and Programs for Older Adults Green, Shaping the Policy Practice Agenda of Social Work in the Field of Aging	Essay 5

Tools for Policy Analysis and Practice in Social Work: Policy Analysis Group Project

July 5	POLICY PROJECT Part 1: **Documenting Problems** Define and document problems and needs	READINGS Refer to chapters 5 and 6 in Text Group 1 assigned reading: _____	Group 1 presentation Worksheet, Part 1
July 10	POLICY PROJECT Part 2: **Identify existing policies** Identify and assess policy alternatives	READINGS Refer to chapters 5 and 6 in Text Group 2 assigned reading: _____	Group 2 presentation Worksheet, Part 2

July 12	POLICY PROJECT Part 3: **Preparing a client advocacy plan** Prepare a client advocacy plan (Preparing clients to become effective self-advocates within the social welfare policy and services system.)	READINGS: Wright et. al., *From Emotions to Advocacy* (client advocacy guidelines for students with disabilities) Group 3 assigned reading: _____	Group 3 presentation Worksheet, Part 3

July 17	POLICY PROJECT Part 4: **Evaluating policy** Develop a policy/program evaluation plan	READINGS: McInnis-Dittrich, Policy Evaluation, Research, and Analysis Group 4 assigned reading: _____	Group 4 presentation Worksheet, Part 4
July 19	POLICY PROJECT Part 5: **Claims-making** Apply the claims making process (Synthesize the various policy analysis components into a policy position paper)	READINGS: Lens, Advocacy and Argumentation in the Public Arena: A Guide for Social Workers Group 5 assigned reading: _____	Group presentation: All groups Worksheet, Part 5: (Claims-making statement)
July 24	Course Summary – Final Discussion		Additional Group Presentations (if needed)

VII. Suggested Supplemental Resources

Two resources to learn more about social work practice:

1. Career Exploration Series (Social workers in the community talk about their work in various fields of practice.). UT School of Social Work DiNitto Center for Career Services. Go to: http://www.utexas.edu/ssw/dccs/events/.
2. *The New Social Worker Online*, a free publication available at wwhttp://allgo.org/allgo/w.socialworker.com
3. NASW Areas of Practice: http://socialworkers.org/practice/health/default.asp
4. *Style: Lessons in Clarity and Grace,* 10th Ed., by Joseph M. Williams (Pearson/Longman/ Allyn & Bacon, 2007).
5. *What Every Student Should Know About Preparing Effective Oral Presentations*, by Martin R. Cox (Allyn & Bacon, 2010)

VIII. Classroom and University Policies

<u>Classroom Policies</u>

School of Social Work Grading Policy and Course Grading Criteria

Grades	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	<u>SUPERIOR WORK (A)</u>: The assignment <u>exceeds</u> expectations listed in the syllabus and demonstrates in-depth critical thinking/analysis (e.g., coherent integration of ideas, well-developed ideas). <u>GOOD WORK (B)</u>: The assignment meets <u>all</u> the requirements & demonstrates in-depth critical thinking/analysis. <u>AVERAGE WORK (C)</u>: 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. <u>BELOW AVERAGE WORK (≤D)</u>: The assignment has important gaps: does not meet the requirements or fails to demonstrate in-depth critical thinking/analysis.

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.

Class Attendance: Because this is an upper-level course, much of your learning will be generated by interactions with one another. To enhance our mutual learning, I expect that each of you will come to class regularly, asking questions, responding to one another's presentations, and participating thoughtfully in class discussions and exercises. Students who miss more than three classes throughout the semester can expect to receive fewer points for class participation.

Classroom Etiquette
Punctuality and attentiveness while others are speaking are expected. Cell phones must be put away during class. 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
Late Assignments: Please do not ask to turn in assignments late unless you are ill. If you are ill and cannot turn in an assignment on time, please call me at my office and leave a message, including a phone number where you can be reached. Unless excused by illness, assignments turned in late will be docked 5% of the possible total points each day that the assignment is late. All assignments submitted after the beginning of class are considered late. Student presentations can only be given on the allotted dates. Films shown in class are not available for individual viewing (with the exception of limited films available at the SSW LRC). See Course Requirements above.

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.

<u>University Notices and Policies</u>

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.