I. COURSE RATIONALE

The senior social welfare policy sequence helps prepare students for beginning-level generalist practice. The policy sequence includes two courses designed to enable students to acquire skills in understanding and analyzing social problems and social welfare policies and programs affecting different populations. A primary mission of social work is to help create a society in which basic human needs are met for all individuals. To be effective, therefore, social work at all levels must be grounded in a thorough understanding of the social and institutional forces that impact the options and well-being of individuals, groups, and communities, and which reflect the dominant values of society. This sequence helps build this knowledge and introduces students to the basic skills required to engage in the process of changing or formulating new social policies and programs in order to serve different populations more effectively.

The first senior policy course is designed to familiarize students with U.S. social welfare policy and various social insurance and income maintenance programs. The course traces the historical development of the modern welfare state and the social, political, and economic forces that have shaped it. The course emphasizes the persistent social problems of poverty, inequality, and discrimination in the United States, with attention to how transnational dynamics influence these social problems. It examines the response of the welfare state to these issues, in order to analyze how effectively U.S. social policy and “welfare” programs have promoted social justice. Other topics addressed include welfare reform, child welfare, and criminal justice. Students learn about and begin to apply a social problem analysis framework and a social policy analysis framework.

The arena of social welfare policy is enormous, and a one-semester course cannot cover every major social policy issue. While this course will touch upon a broad array of social programs and policies, it pays particular attention to the relationship between poverty and discrimination on the basis of class, race, and gender. It is hoped that by applying analytic and empirical approaches to select issues students will be better prepared to explore other social welfare policy issues of personal and professional concern. In the second policy course, students will apply analytical skills to a specific program or policy of special interest to them.

This sequence builds on the first year BSW curriculum, and SW 220, 530, 532, 540, and 541 are prerequisites. In particular, the course requires knowledge of theories of individual behavior gained in SW 530 (Human Behavior in the Social Environment) and knowledge of theories of community and organizational behavior gained in SW 532 (Community and Organization Dynamics and Human Behavior). It also requires an understanding of empirical research and analytic skills gained in SW 540 and SW 541, the social work research sequence.
The sequence is linked to advanced practice classes and field practicum because students learn how policies affect practice environments. Also, both courses emphasize the need for social work practitioners to participate in changing and formulating new policies and program dimensions when these are needed to serve clients more effectively. Students will apply what they learn from this course to their practicum settings.

II. EDUCATIONAL OUTCOMES

At the completion of the course, students should be able to:

A. Demonstrate a critical understanding of the historical development of contemporary social welfare policies and the implications for vulnerable populations, especially people of color, women, and low-income groups. (Reflects BSW Objectives 1, 2, 4, 5, 7, 8, and 9)

B. Trace the historical response of the social work profession to meeting basic human needs. (Reflects BSW Objectives 4, 5 and 8)

C. Perform written analyses of social problems that demonstrate evidence of an ability to apply the basic concepts of problem definition, causation, ideology, and gainers and losers. (Reflects BSW Objectives 1, 2, 4, 5, 8 and 9)

D. Demonstrate an understanding of the mechanisms and effects of oppression, discrimination and economic disadvantage as they relate to social problems, policy and programs. (Reflects BSW Objectives 1, 4, 5, 8 and 9)

E. Demonstrate a critical understanding of social policy analysis frameworks. (Reflects BSW Objectives 1, 8 and 9)

F. Communicate clearly about the relationship between social work practice and social policies and services. (Reflects BSW Objectives 2, 3, 6, 7 and 19)

G. Demonstrate an understanding of the distribution of income and assets in contemporary US society, recent and projected demographic changes, and the effects of these patterns on economic security. (Reflects BSW Objectives 4, 8 and 9)

H. Demonstrate an understanding of the role of values and ideology in our nation’s understanding of and responses to social problems, especially poverty. (Reflects BSW Objectives 1, 4, 5 and 9)

I. Demonstrate skills in using library and electronic resources in researching and analyzing social problems, policies, and programs. (Reflects BSW Objective 8 and 9)

III. CURRICULUM THEMES

Strengths Perspective – In the policy sequence, students learn to analyze social problems, but they also learn how problems are socially defined and learn to identify existing
strengths, capacities, and resources. Students learn to recommend policy and program changes that have the potential to positively affect social and economic well-being by building upon existing strengths, capacities, and resources.

**Critical Perspective** – Students in the policy sequence learn to critically analyze social problems and social welfare policies and programs by examining: (1) competing theoretical perspectives on what leads to social and economic well-being, and (2) competing ideological perspectives on the role of government in assuring the social and economic well-being of citizens. Common components of various social welfare policy analysis frameworks are used to encourage critical thinking and reflection. An important part of the development of a critical perspective in this course is the thorough examination of underlying values, beliefs, and assumptions about the interplay between human behavior and well-being that are at the heart of all social welfare policies and programs.

**Social Justice** – The social problem, policy and program analysis sequence is grounded in the notion of social and economic justice. Students in this sequence learn to analyze and shape policies and programs with the goals of advocating for populations at risk, ending oppression and discrimination, and promoting social and economic justice. For example, the redistribution of tangible economic resources in order to close the gap between rich and poor is one of the primary content areas of the sequence.

**Diversity** – Eradicating oppression and its particularly negative effects on our society’s ability to value diversity on the bases of race, ethnicity, gender, class, disability, culture, age, religion, spirituality, and sexual orientation is central to this sequence. A key part of social problem, policy, and program analysis is identifying how various policies and programs have simultaneously created and maintained advantage, or privilege, for some groups and cumulative disadvantage and oppression for other groups. Valuing diversity requires that social workers end institutionalized oppression in the form of discriminatory policies and programs, and that we build alternate policies and programs that celebrate, affirm, and enhance the strengths, contributions, and social and economic well-being of diverse groups and populations.

**IV. THE LIBERAL ARTS PERSPECTIVE**

As an applied social science, social work draws on knowledge and skills from multiple disciplines as well as from the liberal arts. Analyzing social problems, policies, and programs requires knowledge about theories, research, and perspectives that is available to us from fields including history, sociology, religion, political science, art, psychology, and economics. One special contribution of this sequence is its content on using interdisciplinary resources in analyzing social problems, policies, and programs.

**V. PROFESSIONAL PURPOSES AND VALUES**

Consistent with our professional values, this course helps students build knowledge and skills in order to analyze, and make changes in, social welfare policy and programs with the overall purpose of enhancing social well-being. The professional values of justice and equity guide this work.
VI. PREPARATION FOR PRACTICE WITH DIVERSE POPULATIONS

Social welfare policies and programs that help us value diversity on the bases of race, ethnicity, gender, class, disability, culture, age, religion, spirituality, and sexual orientation are of special concern in this sequence. Throughout the class, readings, class discussions, and assignments focus on diversity issues in order to help students understand the differential impact of social welfare policies and programs on various population groups and the role of social work in shaping policies and programs that celebrate and affirm diversity.

VII. TOPICS

4. Poverty and Inequality in the US, including Competing Views of the Causes of Poverty and Inequality
5. Social Problem Analysis, including the Social Construction of Social Problems
6. Competing Views of the Role of Government in Social Welfare, including Residual and Institutional Perspectives
7. Social Policy Research Skills (Session on Policy Research with Library Liaison)
8. Introduction to Social Policy Analysis
   Example: Who gets benefits, services, or provisions as a result of this policy? What benefits, services, or provisions do they receive? How are the benefits, services, or provisions funded? How are the benefits, services, or provisions delivered?
10. Health Care and Other In-Kind Programs
11. Tax Expenditures (The Hidden Welfare State)
12. Immigration and Immigrant Populations

VIII. RECOMMENDED READINGS

A. Possible Texts


**B. Other Readings**


**IX. RECOMMENDED ASSIGNMENTS**

Students in SW 620 have a variety of assignments. For example, exams, short papers,
and learning logs might be used to assess Educational Outcomes A, B, D, F, G, H, and I. At the end of this document are four recommended assignments. The first is a historical paper, which assesses progress on outcomes A, B, D, and H. The second is a social problem analysis. The purpose of this assignment is to assess progress on Educational Outcomes C, D, and H. The third is a paper on the different perspectives of those affected by and enforcing policies, assessing outcomes C, D, F, and H. The fourth recommended assignment is a comparative analysis of social program/policy frameworks. The purpose of this assignment is to assess progress on Educational Outcome E.

X. GRADING

BSW GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C</td>
<td>70-72</td>
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<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>59 and below</td>
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</tbody>
</table>

A. **Incomplete grades.** A temporary grade of Incomplete may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. It is the student’s responsibility to request an Incomplete from the instructor. A request signed by the student and the faculty member must be on file when grades are submitted. A student may not enroll in a course sequential to one in which he or she has an I or F letter grade. An incomplete not removed by the end of the next semester will be changed to an F.

**The Master syllabi should specify:**

B. Attendance policies for BSW courses. For example: Class attendance is very important. More than two absences could result in the loss of all your attendance points. More than four absences will result in failure in this class. If you have missed two classes, please arrange an appointment with me to discuss the reasons for the absence and to arrange for make-up work that will count toward your class participation points. Points are deducted for missing class and coming to class late (3 pts. for each absence/lateness).

**Individual instructors’ syllabi should specify the following:**

C. The weighting of each assignment in the course and the dates by which they are done.

D. For every assignment, explain the standards used for grading.

E. If class participation is part of the grade, indicate what this means. For example, if 10 points are awarded for class participation, one point will be deducted for every class missed.
F. Indicate the policy on late assignments, e.g., they are not accepted and treated as an “F” grade or the grade is reduced by ___ for each day, week, etc.

G. Indicate how final grades will be determined.

XI. SPECIAL CONSIDERATIONS

Students who have special educational needs of any kind, including those related to learning disabilities, other disabilities, English as a second language should discuss necessary accommodations with the instructor within the first two sessions of the course. The university and School of Social Welfare are committed to provide supportive programs and accommodations to assist students who have special learning needs to successfully meet course expectations. In particular, students who feel that they have a disability that may require accommodation should advise the instructor of such disability and desired accommodation as soon as one obtains written documentation of the disability. The instructor will work with the student and the office of Services for Students with Disabilities to provide reasonable accommodations.

Please notify the instructor if your religious observances conflict with class or due dates for class assignments so we can make appropriate arrangements.

XII. RECORDING AND SHARING RECORDINGS OF LECTURES

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

XIII. HIPAA REGULATIONS

The Health Insurance Portability and Accountability Act (HIPAA) requires that any personal information that may identify a person must be removed to protect confidentiality. Confidentiality applies to both classroom discussions and to written work. Please follow these simple, yet essential guidelines:

- Always disguise the name and other personal identifying information when you speak and write about a person, following the guidelines established by HIPAA.

- If writing in great detail about a client, ask permission from the client.

- Share nothing about specific clients, agencies or other students outside of the classroom.

Any information shared with the class/instructor will be confidential, within the limits defined by the Code of Ethics and state guidelines.
Individual instructors’ syllabi should be exactly the same as in the master syllabus.

**XIV. INSTRUCTOR AVAILABILITY**

Provide students with information on how to see and/or reach you.

**XV. INCLEMENT WEATHER POLICY**

In the event of inclement weather students should call
- Lawrence: the University (785) 864-SNOW, or if hearing impaired and have TTY/TDD equipment, (800) 766-3777
- Edwards Campus: (913) 897-8499
- KCKCC Campus: (913) 334-1100

to determine if classes have been cancelled. Class will be held if classes have not been cancelled, and students should contact the instructor if weather or driving conditions make it impossible for them to get to class.
Recommended Assignment: 
Historical Perspective Paper

This paper encourages you to explore some facet of social work history and how it relates to the current social policy context. For a basic summary of social work history, go to the CSWE Millennium Project website. 
http://www.idbsu.edu/socwork/dhuff/history/central/core.htm

Once you open the History Station pages, read the module regarding early SW history.

The following is a list of significant figures and events in social work history. You may use a topic from this list, or explore one of your own interests in more depth for this paper. For example, you might choose a topic like the Settlement House Movement or a person like Frances Perkins.

<table>
<thead>
<tr>
<th>People</th>
<th>People (cont’d)</th>
<th>Events / Movements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edith Abbott</td>
<td>Samuel G Howe</td>
<td>The Civil Rights Movement</td>
</tr>
<tr>
<td>Grace Abbott</td>
<td>Jesse Jackson</td>
<td>The Freedman’s Bureau</td>
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<tr>
<td>Jane Addams</td>
<td>Mary Harris (Mother) Jones</td>
<td>The Abolition of Slavery Movement</td>
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<tr>
<td>Susan B. Anthony</td>
<td>John F. Kennedy</td>
<td>The Anti-Lynching Campaign</td>
</tr>
<tr>
<td>Ida B Wells-Barnett</td>
<td>Martin Luther King, Jr.</td>
<td>The Japanese Internment</td>
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<tr>
<td>Clara Barton</td>
<td>Julia Lathrop</td>
<td>Anti-Nuclear Movement</td>
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<tr>
<td>Clifford Beers</td>
<td>Josephine Shaw Lowell</td>
<td>Labor Rights</td>
</tr>
<tr>
<td>Mary McLeod Bethune</td>
<td>Malcolm X</td>
<td>The American Indian Movement</td>
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<tr>
<td>Elizabeth Blackwell</td>
<td>Thurgood Marshall</td>
<td>The Chicano Movement</td>
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<tr>
<td>Charles Loring Brace</td>
<td>Daniel P. Moynihan</td>
<td>La Raza Unida</td>
</tr>
<tr>
<td>Carrie Chapman Catt</td>
<td>Alice Paul</td>
<td>The Women’s Suffrage Movement</td>
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<tr>
<td>Shirley Chisholm</td>
<td>Frances Perkins</td>
<td>The Modern Women’s Rights Movement</td>
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<tr>
<td>Eldridge Cleaver</td>
<td>A. Phillip Randolph</td>
<td>Seneca Falls Convention</td>
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<tr>
<td>Angela Davis</td>
<td>Bertha Capen Reynolds</td>
<td>Settlement House movement</td>
</tr>
<tr>
<td>Eugene V. Debs</td>
<td>Mary E Richmond</td>
<td>Disability Rights</td>
</tr>
<tr>
<td>Dorothea Dix</td>
<td>Eleanor Roosevelt</td>
<td>The Gay Liberation Movement</td>
</tr>
<tr>
<td>Frederick Douglass</td>
<td>Franklin Roosevelt</td>
<td>Anti-War Movement(s)</td>
</tr>
<tr>
<td>W.E.B. DuBois</td>
<td>Margaret Sanger</td>
<td></td>
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<tr>
<td>Crystal Eastman</td>
<td>Elizabeth Cady Stanton</td>
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<tr>
<td>Medgar Evers</td>
<td>Ellen Gates Starr</td>
<td></td>
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<tr>
<td>Betty Friedan</td>
<td>Lucy Stone</td>
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<tr>
<td>Marcus Garvey</td>
<td>Tecumseh (Shawnee chief)</td>
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<tr>
<td>Emma Goldman</td>
<td>Harriet Tubman</td>
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<tr>
<td>Angelina Grimke</td>
<td>Booker T. Washington</td>
<td></td>
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<tr>
<td>Sarah Grimke</td>
<td>Fannie Barrier Williams</td>
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<tr>
<td>Harry Hopkins</td>
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</table>
ASSIGNMENT DUE DATES: By the fourth class session.

Your paper should include the following:

- A brief description of the person or topic and their place in time
- What was the value structure behind their viewpoints or programs?
- Who were this person or topic’s supporters? With whom did they align?
- Who were this person or topic’s opponents and enemies? On what did their disagreements lie?
- What was this person or topic’s effect on social policies and social work in their time?
- What was this person or topic’s influence on present day social work? What evidence of this influence do you see today in our profession?
- Why was this topic/person interesting to you?

REQUIRED FORMAT:

Your paper must follow APA format (12-point font, double-spaced, standard margins) and should include proper references and a bibliography. The paper should be 4-7 pages long (please do not write more than the given amount).

GRADING (100 pts possible):

Each of the above bullet points will be worth 10 pts. The remaining 30 points will be awarded for correct APA format (10 pts), Clarity (10 pts.), and Grammar & Spelling (10 pts.).

REFERENCE REQUIREMENTS & RESOURCES:

Your paper should include a minimum of three scholarly sources of information. One can be a website; the other two must be peer-reviewed articles or book resources.
Recommended Assignment:  
Social Problem Analysis

This assignment requires that you identify, summarize and analyze a contemporary social issue. Using Chambers’ four-part problem analysis framework, you are to complete a social problem analysis of your chosen issue. You should choose an issue or social problem that is a focus of public discussion and/or political debate. Examples could include juvenile crime, racial inequality, child poverty, foster care, hunger, or handgun violence. You are encouraged to choose a social issue related to your field practicum.

Your paper should include the following:

1. An introduction that describes how the social problem is defined:
   - What are the observable signs by which this problem can be known?
   - What is the prevalence of the problem (locally, statewide, nationally)?
   - Who is affected by the problem? What specific groups or individuals?
   - Is the problem increasing or decreasing? Why?
   - How does the problem obstruct social justice?
   - Does this problem relate to your agency? If so, how?

2. An historical overview of the problem:
   - How did it become a recognized social problem?
   - What values or ideology led the issue to be defined as a problem?

3. Identify the purported causes of the social problem, and the most serious issues associated with it:
   - How is the social problem identified and defined? By whom?
   - Are there alternate ways to define this problem? Provide an example.
   - Do different interest groups and stakeholders disagree over the causes and extent of the social problem, and the best way to resolve this issue?
     Keep in mind that different groups/stakeholders may define the problem and its causes differently.

4. Identify the primary gainers and losers with respect to the problem:
   - What kinds of gains and losses are involved?
   - What is the amount or value of the gains or losses?

5. Are there knowledge gaps in the information necessary to understand this problem? If so, what additional research needs to be done?

6. If applicable, discuss the impact of this problem on your practicum agency.

7. Discuss specific steps you would take to ameliorate this problem. What would you focus on and why? What would be your initial activities? Where might you find human and monetary resources to help you? Who would be your political allies, and from where would you expect opposition in this effort? How has/is your agency responding to this problem? Is this an adequate response? Explain.

8. A conclusion in which you discuss the paper in relation to your overall learning.

Evaluation will be based on how clearly you respond to the above, in particular:
   a) The clarity with which you introduce and describe the social problem/issue;
b) The depth, scope, and organization of your analysis of the social problem, those affected by the issue, and the primary interest groups and stakeholders for this social problem; and,
c) Your conclusions, including a description of your overall learning and its relation to the course readings and material.

ASSIGNMENT DUE DATES:

1) By the 5th class session turn in a brief (1-page) draft outline of your proposed social problem analysis paper. The outline should:
   a) Identify the social problem/issue you plan to address;
   b) Describe how you plan to organize your paper; and,
   c) Include the following references using APA format: at least two academic/peer-reviewed journals, one book, and one web site.

   Keep in mind that you are turning in a draft outline of your work on the paper to date. This is designed to get you thinking about and working on this project as soon as possible. There is no expectation that your final paper adhere strictly to your outline; I anticipate that you will make changes and revisions as you spend more time working on this paper. Please come to class on ____________ prepared to discuss your paper outline with other students.

2) The final paper is due ____________.

FORMAT:

Your paper must follow APA format (11 or 12-point font, double-spaced, standard margins) and include proper references and a bibliography. The paper should be 10-12 pages long, not including references, charts or a cover page.

REFERENCE REQUIREMENTS AND RESOURCES:

Your paper must cite as your primary resources at least four academic articles, two books, and one on-line web site dealing with social problems and social policy. You may also incorporate mainstream/popular media sources. Because you are expected to summarize and analyze competing perspectives about the problem, finding “conservative” and “liberal” sources of information may help highlight the way different groups/stakeholders view the same issue.
Recommended Assignment:
Comparative Policy/Program Analysis Frameworks

This assignment requires that you analyze two separate models of social policy/program analysis. You must choose to analyze two frameworks from the following readings:


You are to compare and contrast the two models you choose, and discuss the relative strengths and weaknesses that you perceive in each social policy/program analysis framework. You are encouraged to use an existing or hypothetical social policy or program—especially a policy or program related to your practicum site—to help illustrate your analysis. Because this is a conceptual/analytical paper, it requires you to critically analyze the readings under discussion. You may also choose to draw on existing class discussion and lectures, or other readings, to support your analysis.

Your paper must address and answer the following questions:

1. In what ways are the policy analysis frameworks useful? Please be specific.
2. How can these models of policy analysis facilitate a greater understanding of social welfare policy and programs?
3. What are the limitations of these policy analysis frameworks?
4. How do the authors view the concept of power?
5. Which of the two models is more useful? Why?

The paper should be five-pages long, double-spaced, using APA format. Please do not write a longer paper.
RECOMMENDED ASSIGNMENT:
DIFFERENT VOICES PAPER

This assignment entails looking at a particular policy or program from multiple perspectives. Your practicum experience will be vital to completing this assignment. You are to choose a policy or program that your practicum agency implements. Examples could include food stamps at SRS, elder protection at local Area on Aging office, well baby services at local health department, or others. (If you are unsure about whether a policy or program is appropriate, talk to me about it.)

You are to interview three key players in the service delivery system about your policy/program:
   1) a high-level supervisor, director, or other person in an executive position in the agency;
   2) your field instructor; and
   3) a client/consumer of the services. (You may need to use a pseudonym when you refer to the client in the paper, to protect his/her privacy.)

Your interview should investigate the following:
   • how each person defines the social problem the program is intending to address,
   • how they view the program (positive or negative),
   • how that person feels the program impacts the social problem, and
   • what they believe would make the program better.

Your paper should report what you found, comparing and contrasting the differences and similarities among the responses. Try to explain, if you can, what explains their perspectives. Also, describe how this experience has informed your own practice wisdom.

GRADING (100 points possible):

DUE DATE: Due session 12-13 of the semester.

Papers will be graded on the following topic areas (10 pts. each):
   • introduction to the paper
   • problem definition for each person
   • analysis of the program for each person
   • effectiveness of the program for each person
   • desired changes in the program for each person
   • comparison and contrast the three perspectives
   • explaining the different perspectives
   • your perspective

The remaining 20 points will be awarded for correct APA format (5 pts.), Organization & Clarity (10 pts.), and Grammar & Spelling (5 pts.).
FORMAT:

Your paper must follow APA format (12-point font, double-spaced, standard margins) and include proper references. The paper should be 4-7 pages long. Please do not write a longer paper.

REFERENCE REQUIREMENTS & RESOURCES:

No additional references are required, although they may be helpful. Be sure to cite the conversations you use in the paper (see the APA Manual).